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ABSTRACT

This project on the professional development of new faculty was undertaken to design and test a program designed to acclimatize new faculty members to Furman University and to the teaching profession. "New faculty members" were defined as those in their first five years of college teaching; approximately twenty-five percent of the Furman faculty members were in this category. The project had four objectives: (1) to provide opportunities for faculty to be exposed to and develop skill in teaching and learning approaches with which they may not be familiar; (2) to provide opportunities for new faculty to become familiar with the values of Furman University and to explore the implications of these values in their work with students; (3) to allow experienced faculty to further develop their knowledge and skills and to serve as resource persons for younger faculty members; and (4) to test a faculty development model that could be continued. The program was designed in three stages: (1) selection and development of the director and steering committee and preliminary activities of the steering committee members as consultants and seminar leaders; (2) workshops and seminars, individual projects of new faculty with experienced faculty as mentors; and (3) evaluation dissemination of the results of the project, and development of a model for continuation of the program. It was concluded that the project was successful and will continue to make a significant difference in the quality of instruction at Furman. Appendices include the questionnaire used in the study, newsletters, and a list of the Lilly Steering Committee members. (LC)

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Final Report

THE SCHOLAR AS TEACHER
THE DEVELOPMENT OF THE NEW FACULTY MEMBER

by

Edgar V. McKnight
Co-Director of Faculty Development Programs
Furman University
Greenville, South Carolina

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Submitted to

The Lilly Endowment, Inc.
Indianapolis, Indiana

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FOREWORD

The Project "The Scholar as Teacher: The Development of the New Faculty Member" supported by the Lilly Endowment, Inc. represents a significant milestone in the history of Furman University. It was the belief of many faculty and administrators at the university that new approaches to professional growth and development were needed at Furman for its faculty members. The Lilly project made it possible for the Furman faculty in their first five years of college teaching to become more acquainted with college teaching and with Furman University through orientation sessions and to develop their teaching and advising skills through workshops and seminars, individual teaching improvement projects supported by special grants, and mentoring projects in which new faculty members worked with more experienced colleagues. A group of faculty members also trained themselves to serve as in-house consultants on teaching and learning and to continue the project after the grant period. The ultimate benefit is to be a current up-to-date faculty which will enhance the educational experiences of students. Through this report we hope to share with the Endowment and with others our successful experiences with this model. Furman University is extremely grateful to the Lilly Endowment, Inc. for its support of this project.

John E. Johns
President, Furman University

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THE SCHOLAR AS TEACHER:
THE DEVELOPMENT OF THE NEW FACULTY MEMBER

Introduction

In November, 1977, Furman University* submitted a proposal to the Lilly Endowment, Inc. for a program entitled "The Scholar as Teacher: The Development of the New Faculty Member." This proposal resulted from the feeling of many faculty members and administrators at Furman that the institution needed to develop new approaches to and more support for the development of its new faculty members.

Twelve assumptions served as the basis for the grant proposal:

1. Most faculty members in college teaching have not had specific assistance in teaching.
2. Most faculty, regardless of their personality structure or their abilities as teachers, can benefit from instruction about teaching,
3. Although one cannot be an effective teacher without a thorough grasp of the subject matter of his discipline, knowledge of subject matter alone will not assure success in teaching.

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*Furman University is a Baptist, coeducational, liberal arts college located in Greenville, South Carolina. Founded in 1826, it currently has an undergraduate student body of approximately 2400 and a faculty of 155. Furman, although deep in tradition, is not new to innovation and change. The ability to take major steps when necessary has been characteristic of the administration and faculty. Within the past twenty years Furman has moved from a congested location in downtown Greenville to a spacious campus on the outskirts of town. The curriculum has been completely reorganized. A three-term calendar provides for an academic program that permits independent study, foreign study opportunities, off-campus internships and research, interdisciplinary courses, and integrative seminars in the student's major field. In addition to the undergraduate curriculum, Furman maintains small graduate programs in education, chemistry, and business administration. The university has a progressive administration, an excellent faculty, a student body with academic qualifications above average, and a belief that all members of the academic community should participate appropriately in planning and decision making.

4. Faculty will respond more favorably to assistance given by their own faculty colleagues than to consultation by outside experts who know little or nothing about the institution, its students, and its mission. This fact is especially so if the "experts" are merely experts on pedagogy.
5. Most faculty members, especially at the beginning of their careers, teach the way they have been taught. Since their most recent instruction has been as graduate students, they often tend to teach the way they were taught in graduate school.
6. Approaches to teaching appropriate in graduate school are largely inappropriate for an undergraduate program which purports to give students a broader, more general type of education.
7. Recent recipients of doctoral degrees ordinarily know their disciplines thoroughly, but they have not analyzed the sequence or method by which they acquired their command of the discipline. Furthermore, when they do reflect on their own educational experiences, they frequently conclude that the methods by which they learned best are the ones by which everyone learns best. Thus, it is often difficult for them to develop insight into abilities, interests, and needs of typical undergraduate college students.
8. Given sufficient time, the intelligent and motivated faculty member can in many cases become a better teacher. However, a college will increase the likelihood of a positive adjustment to the teaching profession and the institution by a planned program for this purpose. This would serve the best interests of the new faculty member, the institution, and the students taught.

9. Schools like Furman are not likely to employ instructional development specialists to assist faculty on improving teaching; therefore, from the faculty must come the motivation, the knowledge, and the skill to develop and implement an on-going program for improving teaching.
10. Certain experienced faculty members have skills in specific teaching strategies. They can serve as in-house resource persons to other faculty.
11. One of the most critical needs in faculty development at Furman and the most logical to inaugurate a project on improvement of teaching is a program which concentrates on younger, less experienced faculty members.
12. New faculty members can profit from discussions of the character and values of the institution. Such discussions should not be construed as efforts to indoctrinate new faculty and to enforce a rigid code of conformity. Rather, these discussions should be viewed as a means of conveying to new faculty members the institution's emphasis on quality of teaching, on respect for individuals, on a sense of community, on a respect for institutional traditions, and on the belief that education is moral in the sense that it informs our moral choices.

These assumptions were based on the experiences of a representative group of faculty members with teaching experiences ranging from fewer than five to more than twenty years. The experiences and assumptions of the faculty indicated that new faculty need help and that new faculty will respond favorably to assistance if it is provided by faculty colleagues who not only are good teachers but who also give time to a program for the improvement of teaching.

In May, 1978, Furman University received a grant of $118, 983 from the Lilly Endowment, Inc. to support the proposed three-year development project for new faculty. The program officially got under way on June 1, 1978 and was completed May 31, 1981.

Synopsis of the Program

The project on the development of new faculty was to implement and test a program designed to acclimate new faculty members to the institution and to the teaching profession. "New faculty members" were defined in the proposal as those in their first five years of college teaching, and, for the period of the grant, approximately twenty-five percent of the Furman faculty members were in this category.

Four specific project objectives were given in the proposal:

1. To provide opportunities for Furman faculty members, and in particular those new in the teaching profession, to be exposed to and to develop skill in approaches to teaching and learning with which they may not be familiar;
2. To provide opportunities for new faculty members to become familiar with the values of Furman University and to explore the implications of these values in their work with students both inside and outside the classroom;
3. To allow experienced faculty members with demonstrated expertise in specific teaching strategies to develop further their knowledge of and skills in these teaching strategies and to serve as resource persons, especially for younger faculty members; and
4. To test a model of faculty development which could be continued at the conclusion of the grant.

The program was designed to operate in three interrelated stages. The first was the stage of selection and development of the director and the steering committee and preliminary activities of steering committee members as consultants and seminar leaders. During this stage detailed planning was done for the second stage which was the full-program stage. In the second stage, the steering committee conducted a variety of seminars and workshops, new faculty members carried out individual projects for development of skills in teaching and advising funded by mini-grants, and selected experienced faculty members acted as mentors for a number of new faculty members. The third stage was that of evaluation, dissemination of the results of the project, and development of a model for continuation of the program in a comprehensive program of faculty development.

Project Organization and Management

When Furman received the Lilly grant, G. Melvin Hipps, Professor of Education and formerly Associate Dean for Academic Programs, was appointed by President John E. Johns as director of the project. The director devoted one-half of his time to the project. The President also appointed a committee (chaired by Dr. Hipps) of four faculty members, two students, and one administrator to select the five members of the steering committee. The faculty selected for the steering committee were: Dr. James C. Edwards, Associate Professor of Philosophy; Dr. Hazel W. Harris, Associate Professor of Education; Dr. Frank M. Powell, Assistant Professor of Health and Physical Education; Dr. Richard R. Maag, Associate Professor of Music; and Dr. Charles A. Arrington, Associate Professor of Chemistry.

The basic organization for the project was effective, but changes took place in the membership. Dr. Hipps resigned from the university on August 31, 1979, in order to move to Dallas, Texas, with his wife who was named Dean of the Baylor School of Nursing. Furman President John E. Johns appointed Dr. Edgar V. McKnight, Professor of Religion and Classical Languages and Chairman of the Department of Classical Languages, as Director of the Lilly Project. Changes were also made in the membership of the steering committee. Staffing difficulties in the Chemistry Department in the first year of the grant made it impossible for Dr. Arrington to be released from teaching duties. He requested to remain on the steering committee and to lead his workshops and seminars. The steering committee was supplemented, however, by the addition of Dr. Carey S. Crantford, Chairman of the Modern Foreign Language Department and a media expert, as Media Consultant for the Lilly project. After the first year, Dr. Edwards asked to be replaced as a member of the steering committee because he could not be released from two courses in 1979-80 and 1980-81, and Dean John H. Crabtree accepted the recommendation of the Lilly steering committee that Dr. James B. Leavell, Associate Professor of History, replace Dr. Edwards. Dr. Edwards continued his activities as a part of the steering committee to the extent that his teaching duties allowed him to conduct workshops and seminars and work with the steering committee in planning programs and deciding on applications for mini-grants and mentor-novice projects.

Stage I: Preliminary Activities of the Steering Committee

The first year of the project consisted of (1) activities designed to equip members of the steering committee to guide a program of faculty development for new faculty, (2) a series of workshops and seminars on teaching conducted by members of the steering committee, and (3) detailed planning for Stage II of the project.

The equipping of steering committee members was accomplished by a program of reading about teaching and learning, attendance at professional meetings designed to assist preparation of workshops and seminars, and a series of meetings with new faculty members to ascertain the topics which these faculty members felt they needed to have covered in workshops and seminars.

The series of workshops and seminars was not scheduled to begin until January 1, 1979, but the enthusiasm generated during the period of preparation caused the steering committee to begin the series in October, 1978. The following schedule indicates the seminars and workshops presented by members of the steering committee and by Dr. Crantford. Most of these sessions were presented at two different times in order to give faculty members two opportunities to attend, one session being "a bag lunch" session and the other a mid-afternoon presentation.

Date	Subject	Leader	Attendance
10-23-78	Lecturing	Dr. Edwards	32
10-25-78	Lecturing	Dr. Edwards	21
11-1-78	Lecturing	Dr. Edwards	11
11-6-78	Lecturing	Dr. Edwards	14
11-8-78	Formulating Questions	Dr. Harris	12
11-13-78	Formulating Questions	Dr. Harris	12
11-15-78	Helping Students Clarify Ideas	Dr. Edwards	16
11-20-78	Helping Students Clarify Ideas	Dr. Powell	18
1-17-79	Making Outlines for Lectures	Dr. Maag	12
1-31-79	Teaching from the Imagination: Self-Images of the Teacher	Dr. Edwards	25
2-14-79	Leading Discussions	Dr. Hipps	18
2-21-79	Leading Discussions	Dr. Hipps	15
3-12-79	Asking Questions	Dr. Harris	9
3-14-79	Asking Questions	Dr. Harris	12
3-20-79	Affective Processes	Dr. Powell	10
3-21-79	Affective Processes	Dr. Powell	11
3-26-79	Testing	Dr. Arrington	13
3-28-79	Testing	Dr. Arrington	15

4-4-79	Introduction to Television, Slide-Tape Program, and the Overhead Projector	Dr. Crantford	30
4-9-79	Learning Theories	Dr. Maag	11
4-11-79	Learning Theories	Dr. Maag	9
4-16-79	Application of the Theories of Piaget	Dr. Arrington	10
4-18-79	Application of the Theories of Piaget	Dr. Arrington	12
4-23-79	Individualizing Instruction	Dr. Harris	13
4-25-79	Individualizing Instruction	Dr. Harris	15
4-30-79	Non-Verbal Communication	Dr. Powell	9
5-2-79	Non-Verbal Communication	Dr. Powell	11
5-9-79	Making and Using Slides	Dr. Crantford	27
5-14-79	Self-Images of Students	Dr. Edwards	15
5-16-79	Self-Images of Students	Dr. Edwards	13
5-23-79	Hands-on Workshop on Overhead Projector, Video-Taping, and Slide-Tape Production	Dr. Crantford	25

The planning for the second stage involved evaluation and revision of the workshop-seminar program and development of guidelines to be followed in the application for and execution of mini-grant projects for development of teaching and advising skills and for mentoring projects.

Two basic decisions were made regarding the workshop-seminar series: a sharp distinction was to be made between workshops and seminars and both series were to be more carefully coordinated and not simply offered within something of a "shot-gun" approach. In 1979-80 and 1980-81 seminars were designed as late afternoon and evening affairs involving two sessions separated by a dinner in the trustees dining room. Workshops consisted of luncheon and mid-afternoon sessions held in the classroom building. Coordination was attempted not simply within the series of seminars and the series of workshops but between the two series.

The guidelines for the mini-grant projects and the mentoring projects were developed in January, 1979.

The guidelines for the mini-grant projects were as follows:

1. Each project must be clearly directed toward the development of knowledge and skill in teaching and/or advising.
2. To be eligible to apply, a faculty member must be currently in his or her first, second, or third year of college teaching.
3. The amount available for each project is approximately $1000.
4. Joint proposals from two or more faculty will be permitted, but the funds allocated for each project will still be approximately $1000.
5. Funds may be requested for such things as professional travel, purchase of books and materials, personal stipend for study at another institution, consultants, attendance at conferences and workshops, etc. Funds for such items as student or secretarial assistance are available so long as this activity is specifically related to the development of teaching skills on the part of the faculty member. If a faculty member requests funds for a consultant, he or she should explore ways of making the consultant available to other faculty and/or students.

The guidelines for the mentoring project were as follows:

1. Each project must focus on activities clearly related to the process of teaching. While curriculum or course development may be a by-product of the project, no project will be considered which is solely directed toward development or revision of course content.

2. The two faculty members chosen for each of the six projects may be from the same department or from different departments. The steering committee encourages interdisciplinary projects because the members feel that the focus of these is more likely to be the process of teaching.
3. Anyone can take the initiative for proposing projects. An experienced faculty member may approach a new faculty member about doing a project. A new faculty member may approach an experienced one. A faculty member interested in a certain project may approach the steering committee for suggestions about another faculty member with whom he or she might work.
4. The time spent on the project should be roughly equivalent to the time spent in preparing and teaching a course.
5. A faculty team may elect to work on their project during the summer and thus be paid the $1,200 each that would normally be paid for replacements during the regular session. However, if they choose this option, they must still commit themselves to devoting to the project during the regular session the equivalent time required by one course. The steering committee expects that most of the activities suggested will require participants to be engaged in teaching during the time of the project.
6. While it is desirable for each of the two faculty engaged in a project to be released from a course during the same term, this procedure is not obligatory.
7. Occasionally, the participants in this program will be asked to meet as a group with the steering committee to discuss the various projects.

Stage II: Comprehensive Program

During the second and third years of the project (1979-80 and 1980-81) a comprehensive program for development of new faculty members was maintained. The comprehensive program involved (1) an orientation for faculty members in their first year at Furman University; (2) a series of workshops on particular teaching modes or instructional strategies; (3) a series of seminars on subjects selected by participants; (4) individual projects designed to assist faculty members in development of teaching and/or advising skills; (5) mentoring projects involving new and more experienced faculty members working together in teams of two; and (6) the use of steering committee members as colleague consultants in assisting faculty members assess their own teaching.

Orientation program. The Lilly steering committee developed an orientation for first-year faculty members which involved interviewing perspective faculty members the year before appointments were actually made and a series of orientation sessions early in the first year of service at Furman.

In the first year of the project (1978-79), only one member of the faculty was teaching at Furman for the first time. This faculty member was a staff member's daughter who graduated from Furman and no formal orientation procedures were carried out that year. During the first year, moreover, members of the Lilly steering committee were not asked to participate regularly in the interviewing of perspective faculty members. During the second year, however, sixteen faculty members were teaching for the first time at Furman. The orientation program during the second year involved individual meetings between steering committee members and new faculty members assigned to steering committee members as well as a series of luncheon sessions designed to answer questions which were being raised by new faculty members.

During the second year, the director conferred with the dean and individual department chairmen about the value of the involvement of steering committee members in the interviewing of perspective faculty members. As a result, during the second and third years, steering committee members were regularly involved in the interviewing of perspective faculty members. Not only did steering committee members learn about the quality of the teaching experiences of perspective faculty members but they were also able to advise perspective faculty members of Furman's emphasis on teaching and opportunities for development of teaching and advising skills.

In 1980-81 the orientation program consisted of an orientation dinner at the home of the director and a series of ten sessions conducted weekly during the first term:

September 2	Orientation dinner at McKnight's
September 10	Library Orientation
September 17	Administrative Organization, Policies, and Procedures
September 25	Values of Furman as a Church-Related Liberal Arts College
October 1	Furman's Curriculum
October 8	A Look at Students and Furman Student Life
October 15	Academic and Faculty Regulations
October 22	Professional and Scholarly Activities
October 29	Lecturing
November 6	Test Construction
November 12	Academic Profile of Furman Students
November 19	Teaching and Learning Methods; The Socratic Method

Workshops. The proposal envisioned a series of workshops on particular teaching modes or instructional strategies to be given by members of the steering committee. These workshops were to be refined and presented again in the second and third years of the project. During the initial stage of the project, steering committee members presented a wide variety of workshops (see page 7 for a listing of these workshops). Although members of the steering committee conducted a wide variety of workshops, the members began to specialize in areas as follows: Dr. Arrington, "Development of Reasoning: Piaget and College Teaching"; Dr. Edwards, "Teaching and Learning from the Imagination"; Dr. Harris, "Teaching and Testing Methods"; Dr. Leavell, "The Implications of Institutional Values in the Curriculum and in the Advising Program"; Dr. Maag, "Learning Theories"; and Dr. Powell, "Students Learn Better From Teachers They Like or Hate." In addition, Dr. Crantford specialized in the use of media in teaching and learning.

The workshops offered during the second year were as follows:

Date	Subject	Leader	Attendance
10-16-79	Lecturing	Dr. Edwards	6
10-18-79	Lecturing	Dr. Edwards	16
10-23-79	Lecturing	Dr. Edwards	10
10-25-79	Lecturing	Dr. Edwards	7
11-6-79	Overhead Projectables	Dr. Crantford with Dr. C. Maurice Cherry and Dr. Harris	12
11-13-79	Sound in Teaching	Dr. Crantford with Dr. Dr. James M. Pitts and Dr. Douglas M. MacDonald	6
11-20-79	Television in Education	Dr. Crantford, Dr. Gerda P. McCahan and Dr. Powell	14
11-27-79	Photography in the Classroom	Dr. Crantford with Mr. Don B. Cely (WFBC Television)	20
1-10-80	Use of Student Evaluation of Faculty	Dr. McKnight with Dean Crabtree	17
1-16-80	Learning Theories	Dr. Maag	16

1-17-80	Learning Theories	Dr. Maag	14
2-6-80	Students Learn Better From Teachers They Like or Hate	Dr. Powell	25
2-7-80	Students Learn Better From Teachers They Like or Hate	Dr. Powell	15
3-20-80	Teaching & Learning From the Imagination	Dr. Edwards	15
5-1-80	Development of Reasoning	Dr. Arrington	10
5-8-80	Development of Reasoning	Dr. Arrington	5

The steering committee decided that workshops during the third year should not simply be a refinement and representation of earlier workshops although the expertise of the steering committee members should continue to be utilized. Two of the steering committee members offered their workshop material at university-wide afternoon and evening seminars. On September 25, Dr. Leavell offered a seminar on "The Implications of Institutional Values in the Curriculum and in the Advising Program." Sixty-three faculty members attended. On November 6, 1980, Dr. Harris offered a seminar on the construction of classroom tests. Twenty-five faculty members attended.

One workshop was offered in the traditional form--a two session mid-afternoon workshop. Dr. Arrington offered his workshop on "The Development of Reasoning: Piaget and College Teaching" on May 5 and May 7. A total of 25 attended the workshops.

The remaining workshop material was integrated into the new faculty orientation series. One half of the term-long orientation period was devoted to the orientation of new faculty to the way things operate at Furman (orientation to the library, discussion of the curriculum, etc.). The other half was devoted to teaching-learning and advising processes. These included sessions on "A Look at Students and Furman Student Life," "Lecturing," "Academic Profile of Furman Students," and "Teaching and Learning Methods: The Socratic Method." All faculty members were invited to those orientation sessions treating the teaching-learning and advising processes.

Seminars. In the initial year of the project, workshops and seminars were basically undistinguishable. In the final two years, seminars were late afternoon and evening programs involving two sessions broken by a meal in Furman's trustees dining room or in the home of a steering committee member. The majority of the seminars were open to all faculty members and attendance was excellent. These university-wide seminars included:

Date	Subject	Co-ordinators	Attendance
11-1-79	All You Wanted to Know About Lecturing but Were Afraid to Ask	Dr. Harris and Dr. Maag	40
1-29-80	Publish or Perish or Teach and Be Tenured	Dr. Arrington	62
3-13-80	Team and Interdisciplinary Teaching	Dr. Leavell and Dr. Edwards	36
4-29-80	Leading Discussions	Dr. Harris and Dr. Maag	32
9-25-80	The Implications of Institutional Values in the Curriculum and in the Advising Program	Dr. Leavell	63
11-6-80	Construction of Classroom Tests	Dr. Harris	25
5-12-80	The Humanities in American Life	Dr. Harris and Dr. McKnight	44

One series of seminars was limited to faculty members in their first five years of college teaching, steering committee members, and a select group of more experienced faculty members who served as resource persons. All participants agreed to attend at least four of the five meetings and to read materials distributed ahead of time on the subject of the seminar. The overall subject of the series was "The Idea of the University," and the five sessions treated significant figures in the development of education such as Plato (The Republic), John Henry Newman (The Idea of a University), John Dewey (Education and Experience), Alfred North Whitehead (The Aims of Education), and Robert M. Hutchins (Education and Freedom). Average attendance at the five meetings of the seminar was 21.

Individual projects to improve teaching and advising. An important component of the proposal was the provision of funds to enable faculty members to carry out projects on the improvement of teaching. Faculty members in their first three years of college teaching were eligible to apply for financing of projects which were to be related directly to the improvement of skills in teaching and advising students. The proposal left undefined the specific nature which projects were to have. Funds could be requested for released time, travel to workshops, consultations, and related purposes. The specific guidelines adopted by the Lilly steering committee (see page 9) reflected the open-ended character of this phase of the Lilly project.

Eleven faculty members were eligible to apply for mini-grants for the first year of the grants (the second year of the Lilly project), and seven of these faculty members submitted applications on May 1, 1979. The steering committee selected five of these to be supported. Following are brief descriptions of the projects:

> Gilbert B. Allen applied for funds to attend the Bread Loaf Writer's Conference in Middlebury, Vermont in order: (1) to learn more about writing and the teaching of writing; (2) to learn how to advise The Echo Furman's literary magazine more effectively; (3) to learn more about the publishing of prose fiction; and (4) to make contacts for the "Writer's at Furman" program.
>
> Jerry L. Cox applied for funds to assist him in research and development of a computer assisted instructional segment for German 12Y. "The first objective is to research the use of computer assisted instruction as a support component for both the standard classroom and the self paced, partially individualized approaches in foreign language instruction. After I am familiar with the use, i.e., integration, of C A I in the foreign language classroom, I would like to gain the skills necessary to adapt existing materials and produce my own materials."
>
> James P. Mahaffey applied for funds to enable him to study in the summer at the University of Georgia and attend a Curriculum Study Institute on the Gifted and Talented. "The major goal of the activities in this proposal is to improve my methods in teaching

> current or prospective teachers in gifted education courses, a relatively new area of program offerings at Furman University and for me as a college teacher."
>
> Veronica P. Melton submitted a proposal to help her develop knowledge and skill in the processes of presenting concepts in biomechanics. She proposed accomplishing the knowledge and skills through collaboration with a nationally recognized biomechanician, Dr. Terry Ward, at the University of Illinois, Urbana.
>
> John N. Roberts proposed a project which would enable him to visit other schools to observe piano pedagogy programs, invite prominent consultants to visit Furman, and engage in a reading program on teaching piano. "The objective of this proposed project is to help me acquire the necessary knowledge and skills to make the Furman piano pedagogy degree comparable to any in this area of the country at the undergraduate level. Aid from a Lilly grant would allow me to restructure the degree program at Furman on a solid foundation."

In the second year, circumstances were such that more mini-grants were made than originally anticipated. Dr. Mahaffey resigned at the very end of the summer, and did not carry out his project as part of the Furman Lilly program. Permission was received from the Lilly Endowment to use the funds not spent by Dr. Mahaffey in the third year of the project. Also, the Lilly Endowment allowed us to use for mini-grant purposes some money which was originally budgeted for mentor projects.

On April 1, 1980, six faculty members submitted applications for individual projects. (The steering committee felt that June 1 was too late for faculty members to learn whether their proposals would be funded, and a deadline of April 1 was set for submission of proposals so that announcement of decisions could be made by April 15.) The applications of all six faculty members were approved by the Lilly steering committee. A brief description of each of the proposals follows:

> Alan Bonny proposed a project for the development of "more sophisticated laboratory-type demonstrations for the Chemistry 32 and 42 courses I am scheduled to teach during the 1980-81 academic year. . . . The goal of this proposal is to develop sophisticated laboratory-type demonstrations which can be carried out in the classroom, or, in the case of experiments which cannot be carried out without a fumehood or which require the use of non-portable equipment, to video the demonstration which

can later be shown during classroom discussions."

Nelly M. Hecker asked for funds to enable her to improve her ability in advising students who are considering careers in education. "Specifically, the objectives are: (1) to increase the coordinator's ability to provide direction for the student's learning experiences; and (2) to develop or select an instrument for evaluating participants in the field experience."

Robert C. MacMillan proposed a project which would improve his skills in working with non-traditional off-campus classes. "I need to improve my skills in determining such matters as the appropriate courses, best schedules for teaching the courses, the best modes of instruction, and the most effective means of evaluating students' progress. I also need to improve my skills in teaching the various courses."

William A. Ranson applied for funds to attend a short course on pyroxenes sponsored by the Mineralogical Society of America, November 13-19, 1980 in Atlanta, Georgia. "The main objective of the proposed project is to up-date and improve my treatment of an important mineral group (the pyroxene mineral group) in courses dealing with mineralogy (Geology 32 and 52) and petrology (Geology 35 and 46) at Furman. The courses cited are part of a core of courses taken by nearly all Furman geology majors."

J. David Turner proposed a project for the development of computer assisted instruction in physics at Furman. His proposal calls for the "purchase of resource materials to support my teaching efforts in the new curriculum" and for consultation with physics departments in other institutions to "suggest specific laboratory equipment items to be added to existing equipment for Physics 11 and 12 labs" and "introduce computer assisted instruction into the Physics 11, 12, and 39 labs."

Elizabeth B. Taylor applied for funds to enable her to attend the national meeting of the American College of Sports Medicine in Las Vegas, Nevada, May 28-30, 1980 and to attend the American College of Sports Medicine exercise specialists workshop at the University of Tennessee, July 27-August 1, 1980. Two major objectives are cited by Mrs. Taylor: (1) "the first major objective of this project is to increase the quality of teaching and the material presented in the adult fitness concentration courses." (2) "The second major objective is to earn additional certification from the American College of Sports Medicine as an exercise specialist, adding credibility to the teaching of the Furman students who select the adult fitness concentration."

All funds for individual projects were not allocated in the spring of 1980, and the steering committee decided to make such funds available in the fall of 1980 to faculty members in their first year of teaching at Furman as well as to other faculty members in their first three years of teaching. Five faculty members were awarded grants in the fall of 1980. Three of the grants were to faculty members in their first year of teaching at Furman. Summaries of the proposals follow:

> Nancy L. Anderson proposed activities to be carried out in New York. The specific objectives are: "(1) to obtain first-hand experience and exposure to America's most important theatrical center; (2) to increase my knowledge on the history of costumes and specific periods of fashion through library research; (3) to become more familiar with the professional costuming industry; and (4) to help strengthen the drama department's curriculum by developing an independent study program in New York for students interested in costuming, allowing for additional training in a professional atmosphere."

> Nelly M. Hecker asked for funds to enable her to attend the annual conference of the International Reading Association in New Orleans, April 27-May 1. This activity was designed to enable her (1) to become acquainted with teaching strategies and methods; and (2) to keep abreast of new theoretical and practical developments in the fields of reading and language arts.

> David W. Rutledge proposed a project to develop specific ways of teaching students to interpret texts. "I want particularly to find ways to introduce a multi-leveled framework within which the Biblical text can be understood."

> Elizabeth B. Taylor applied for funds to attend the National Convention of the American Alliance of Health, Physical Education, Recreation and Dance in Boston, Massachusetts April 13-17, 1981. "(1) a major objective of this project is to increase the quality of teaching and the material presented in the adult fitness concentration courses . . . (2) a second objective is the improvement of teaching in the general education requirement course, HPE 10, physiological bases in physical education. (3) a third objective is an increase in knowledge about alternative career opportunities and graduate programs in the field of physical education and adult fitness . . . "

> Jeffrey Tassin applied for funds to enable him to attend a chemical education workshop at Florida State University, to purchase books related to chemistry demonstrations, and to practice demonstrations with student assistants and members of the chemistry department on video tape.

Mentoring Projects. The proposal called for new faculty members to have the opportunity to work with more experienced faculty members as mentors. Specific guidelines were adopted by the steering committee to insure that the projects would be beneficial for both of the team members (see guidelines on page 9). Ten of the twenty-seven eligible faculty members submitted proposals for the first year of the mentoring projects. Six teams were approved for 1979-80. Summaries of the proposals follow:

> Elizabeth B. Taylor and J. Michael Collins (both Health and Physical Education) proposed a project with the major objective being the evaluation and assessment of the teaching of the two faculty members involved. Four specific areas were listed: "(1) the evaluation of teaching skills and techniques through class visitation and video-taping; (2) the assessment of teaching skills and techniques through interaction and interpretation by peers and an expert in the field of teacher assessment; (3) the improvement of teaching effectiveness as measured by evaluation scores given by students and administrators; and (4) the preparation of teaching materials such as course outlines, visual aids, student evaluation instruments, and bibliographies."
>
> The proposal of Carey S. Crantford (Modern Languages) and John S. Beckford (Music) listed objectives for both participants. Mr. Beckford's objectives were: "(1) to become acquainted and gain expertise in the area of mediated materials; (2) to gain from a colleague who has excelled in the area of education technology and who in turn is willing and desirous to advance his general knowledge of music; (3) a concomitant objective would be to learn techniques and teaching styles that could be shared with the colleagues in the music department." Dr. Crantford's objectives were: "(1) to guide Mr. Beckford in a survey of technological materials and teaching practices in current use at the university level; (2) to teach techniques using media which would be appropriate to his needs; (3) to acquaint myself with the course content of music survey courses; to learn from said contact ways of improving my own approach to teaching certain phases of Hispanic civilization; (4) to work jointly in the preparation of teaching modules; (5) to demonstrate within my own discipline teaching techniques, testing practices, extra-class assignments, etc., which involve media as models for joint study and critique; (6) to provide appropriate hardware needed to produce the materials; and (7) to exchange classes when appropriate and to help evaluate the joint teaching project."
>
> Charles L. Brewer and Gilles O. Einstein (both Psychology) listed eight specific objectives: "(1) to enhance effective teaching skills; (2) to improve skills in developing presentations which complement textbook and other readings; (3) to develop more effective techniques for promoting productive class discussions; (4) to develop for students novel research projects that will be

valuable learning experiences and that will engage and sustain their interest in the topic; (5) to develop media aids which complement lecture material and other classroom work; (6) to develop skills in devising examinations and evaluating student performance; (7) to carry out the above objectives in two courses that are required of all psychology majors; (8) to provide an ideal opportunity for each participant to become more familiar with teaching styles that have been described by students as being very different. We have no intentions of copying each other's styles, but rather of exploring the strength and weaknesses of our own teaching techniques."

Bruce W. Schoonmaker (Music) and Albert L. Blackwell (Religion) outlined a set of activities which would achieve the following objectives: "(1) improvement of Bruce's technique of teaching studio voice, especially: (a) to develop methods for improving a student's interpretation of songs, and (b) to analyze and improve Bruce's teaching methods and affective relations with students; and (2) improvement of Albert's singing and understanding of the human voice."

James H. Smart (History) and Paul M. Cook II (Mathematics) submitted a proposal calling for each participant to take a course from the other participant. The participants decided to share in the preparation of the courses, including evaluation methods and instruments, and to discuss the effectiveness of the classes from a learner's prospective. The objectives of the project were: "(1) improved classroom techniques; (2) improved evaluation techniques; (3) improved preparation methods; (4) increased interdisciplinary awareness; (5) value discussions; and (6) content criticism from a learner's perspective."

William R. Teska and John A. Snyder (both Biology) devised a proposal with the primary objective of improving teaching techniques in the introductory zoology course, Biology 12. "We wish to take advantage of the fact that we share common goals and problems and intend to use this as a vehicle for comparing methods and styles. One of the department's goals in teaching this course is to introduce the students to the field of zoology by covering a predetermined set of subjects. This necessitates presenting a large amount of reasonably detailed material in a short length of time. The challenge then is to explain the details as well as the central concepts, in such a way as to generate and maintain student interests. It is this challenge that we hope to pursue in the proposed mentor program."

Six teams of two members each applied for mentoring projects for the second year. The steering committee approved five of the applications. Summaries of the proposals follow:

Myron L. Nack (Computer Science) and Frank M. Powell (Health and Physical Education) presented a proposal which "will allow Powell to examine how the development of close faculty-student and student-student relations may be extended to Nack's area of computer science. The importance of general class discussion, one-to-one lab experiences, and personal office interviews early in the term to discuss individual term projects of the student's choice will be looked at from this point of view." Specific objectives listed in the proposal were: "(1) maximize effective use of classroom time; (2) effective use of media and handouts; (3) effective use of lab; (4) effectiveness of homework assignments; (5) explore the benefits of the term computer program assignment; (6) aid Powell's quantitative skills in sport's analysis; and (7) improve testing procedures."

Hayden S. Porter and T. Ray Nanney (both Computer Science) stated their goals in this fashion: "The specific goal of this proposal is to improve the teaching in Computer Science 22, Computers and Programming, which will be taught in the fall term by Porter and in the winter term by Nanney. The proposed activities will give both participants an opportunity to evaluate and to improve their teaching methods. The proposed work could have a significant long-term impact on other courses taught by the participants. For Hayden Porter, a new faculty member completing his first year of teaching, the project would provide an opportunity to work closely with an experienced faculty member during all phases of the course. For Ray Nanney, the project would provide an opportunity to discuss teaching methods with an enthusiastic faculty member who has new, fresh ideas about how Computer Science should be taught. Focusing our attention upon the full range of activities required for teaching CS 22 will allow us to achieve actual modifications in our behavior instead of merely completing an intellectual exercise."

Veronica P. Melton (Health and Physical Education) and Frank C. Taylor (Physics) listed nine objectives: "(1) to improve teaching techniques in presenting the concepts of physics treated in HPE 54 (bio-mechanics of movement) by Veronica Melton. As a by-product, Frank Taylor will become familiar with applications which can be used as examples in general physics; (2) to develop laboratory experiences for HPE 54 on specific topics related to kinetics and kinematics; (3) to develop progressions in presenting specific physics-related concepts for HPE 54 with experiences designed to accomodate students who learn at varying rates; (4) to survey resources available for computer-assisted instruction in elementary physics; (5) to survey resources available on applications of physics to human movement; (6) to develop media aids which would complement lectures and laboratories; (7) to provide an opportunity for each participant to observe the other's teaching styles so that strengths and weaknesses

> can be explored; (8) to provide an opportunity for each participant to become more familiar with content included in similar courses but which have different applications; and (9) to develop a feeling of community between the physics and physical education departments which will encourage inter-departmental collaboration in research and study."

> William R. Yoder (Philosophy) and James B. Leavell (History) proposed a mentoring project which would involve joint efforts in a six-week tour of selected cultural sites in Japan (with Dr. Yoder observing how Dr. Leavell guides and teaches the tour group and handles the various problems of administration and group dynamics) as well as activities during the 1980-81 school year. The objectives of the project are: "(1) learning how to administer and teach a travel-study course; (2) learning how to translate on-site experience into the classroom; (3) explore and develop pedagogical techniques for introducing American students to foreign culture; (4) improve classroom skills and techniques; (5) develop media aids; (6) development of a broader interdisciplinary awareness; and (7) consideration of a possible team-taught course."

> Allen G. Hill and Eugene M. Johnson (both Sociology) proposed activities having to do with values in the teaching of social problems through observing the approach each participant takes to the question of value in social science. In examining those approaches the participants hope "to determine the best method or methods of treating value-laden topics compatible with the status of sociology as a social science."

Use of steering committee members as colleague consultants. The proposal envisioned "the equipping of a cadre of experienced faculty members as in-house consultants on teaching and learning." The members of the committee carried out their duties for the most part through group activities such as workshops and seminars. As the project progressed, however, members of the committee began to be consulted by individual faculty members, most often about matters related to workshops and seminars led by the steering committee members. The steering committee as a whole felt that some specific mechanism should be developed whereby individual faculty members could obtain personal assistance on evaluation and improvement of teaching. Not all members of the steering committee felt that they wanted to participate personally in such a program, but they felt that it would be valuable if the consultation were seen strictly as collegial consultation.

In the final year of the program, therefore, four of the steering committee members were involved in three structured programs of consultation in addition to the regular seminars, workshops and other activities of the committee. A description of each of these programs follows:

(a) Mid-term class interview by colleague. This mid-term evaluation of teaching made use of a member of the steering committee and took about twenty minutes of class time for an interview. The interview by the consultant was a consensus-seeking process beginning with students in small groups agreeing on one thing they liked about the course, one thing they would like changed, and one suggestion for improvement. After the meeting in small groups, reports were made to the class and a combined list was recorded on an overhead or chalkboard by the consultant. In this process, students focused on a few things that were most important to them and that were feasible for the instructor to change or modify. Information from the interview was shared with the instructor.

(b) Classroom visitation and consultation. The classroom visitation involved a colleague coming in and observing the teacher at work for a class period. The colleague then informed the teacher what he had seen and heard and what he thought about it. Lilly steering committee members carried out this program in three stages: (1) a pre-observation conference in which a contract was established between the observer and the teacher. The teacher discussed his or her objectives and how he or she intended to carry them out. A mutual decision was made on when and how the teacher would be observed and how data would be collected. The colleague worked within the teacher's frame of reference; (2) observation of the class. In this stage, the observer used a simple form to collect data about the teacher's conduct of a class, lecture presentation skills, use of classroom questions, conduct of class discussion, etc.; and (3) a post-observation conference. After arranging the data collected in stage two in a way to prove helpful to the teacher, a conference was held with the teacher to provide feed-back which would improve further teaching, reinforce the positive aspects of the teacher's performance, and allow the teacher to discuss concerns about his or her teaching.

(c) Video-taping. Faculty members had the opportunity of requesting the Office of Faculty Development to arrange video-taping of their classes. The video-taping program could be combined with the colleague-consultation program. That is, the colleague would not only visit the classroom, but also view the video-tape with the teacher and make observations and suggestions. In some cases, colleagues merely viewed the video-tape with the teacher (in place of a classroom visit) and made observations and suggestions solely on the basis of the video-tape.

Stage III: Evaluation, Dissemination, and Development of a Model of Faculty Development

Evaluation

The evaluation design for the program consisted of (1) individual evaluations by participants; (2) ongoing evaluation by the steering committee; and (3) formative and summative evaluations by internal and external evaluators.

Individual evaluation. Grant recipients met periodically with the steering committee to discuss the progress of their projects. Also, as a part of their final activity, recipients of grants were asked to determine the value of activities for development of learning and/or advising for them. Typical statements were as follows:

> I became constantly aware of the multitude of subtle techniques that can be so important in teaching. With each class session, I saw new

opportunities for using new methods for stimulating discussion, for questioning, and for motivating the students.

We are both convinced that this project has made us more tolerant of different approaches, less sensitive about our own shortcomings, and more willing to discuss the purposes and techniques of teaching without being unduly threatened.

I believe that due to this project I now treat value-related issues with much more confidence than I had in the past. This confidence comes from a better appreciation of the importance of coordinating style and content. I have also developed the skill necessary for a judicious use of specific teaching techniques (e.g., animation, reserve, discussion) when appropriate. I think I have developed into a more effective teacher of sociology and social problems and am better able to balance the demands of scientific objectivity and detachment with those of maintaining student interest and involvement.

Each of us has learned to seek out a colleague for advice and to use him as a soundingboard for ideas on philosophies and methods of education. Each of us has learned, at least a little bit, how to step back and critically watch ourselves teach. We feel that this program has been a valuable stimulus for analysis of teaching and its techniques.

Perhaps the most helpful part of the entire project was the experience of again being a student in a field outside my own competence. In particular, I am impressed with the necessity for teaching basic verbal skills as a part of every history course. In the past, I have been attempting to make assignments under the assumption that the students know how to read critically and to write fluently, or else that they will learn to do so through carrying out the assignment itself. I now see that I must provide more guidance in developing the needed skills.

The overall impact of the project upon us as individual teachers and upon the computer science department exceeds our wildest expectations.

This project has been extremely valuable to me. Until this project I was a little afraid to do demonstrations in class because of the class time it took and because of my lack of confidence in performing them. This

> project has shown me that demonstrations can be an effective use of class time and I can perform them as well or better than the next person.
>
> For the first time in my teaching career I used some audio-visual aids, and feel much more confident about my abilities in this area.

Continuing evaluation by steering committee. The continuous evaluation by the Lilly steering committee was designed to help the committee modify the overall design of the program as necessary and to strengthen various elements within the total program. A variety of approaches was used. Current project activities were evaluated at the weekly meetings of the steering committee, workshops and seminars in particular being analyzed and strengths and weaknesses identified. Occasionally participants in the workshops were asked to fill out formal evaluation. A valuable informal method of evaluation was individual conversation between steering committee members and new faculty. Each member of the steering committee was assigned a limited number of new faculty members and the steering committee not only made a special effort to invite his or her charges to attend seminars and workshops but also discussed with them their impressions about the programs.

At the conclusion of the activities each year, members of the steering committee were asked to evaluate the project in general and to make suggestions for changes and improvements. The most valuable evaluation and suggestions came at the conclusion of the first year. Five specific suggestions grew out of the year-end evaluation: the need for more continuity in workshops and seminars, the need for the steering committee to pursue more vigorous a role in interviewing and orienting new faculty members; more effective means of publicizing project activities; more effective means for members of the steering committee to maintain close contact with younger faculty members; and more direct involvement of department chairmen in the activities of the Lilly project. These suggestions were implemented in the second and third years. In the evaluation at the conclusion of the second year, a major suggestion was that the in-house consultant aspect of the project should be emphasized in such a way that individual steering committee members would be used more widely as consultants on an individual basis. This suggestion was carried out.

Internal evaluation. The Furman University Office of Institutional Planning and Research conducted evaluations of individual projects, such as seminars and workshops, orientation sessions, and the dissemination project; provided a formative evaluation at the conclusion of the second year; and made a summative evaluation at the conclusion of the project.

The formative evaluation was based on reports of participants and interviews with the director and steering committee. It was submitted to the director on May 31, 1980, and concluded that "there is strong reason to believe that the faculty development project for new faculty will make a significant difference in the quality of instruction at Furman." Five specific suggestions were given as a result of the evaluation:

1. The mentor-novice and in-house grants (mini-grants) should be continued as approved. Consideration should be given to checking on the progress of the implementation to be sure it is completed by the end of the grant period.
2. Group activities should be planned to continue broad participation among department members. Consideration should be given to the suggestion made about a series of

forums on a topic of widespread interest to the faculty, especially new faculty.

3. More emphasis should be given to opportunities for new faculty members to become familiar with the values of Furman University and their relation to students in and out of the classroom.
4. Use of the committee's meeting time should be examined. Although only half of the committee mentioned an adjustment in the use of time (one of the three said less time was being spent now on details than previously), attention should be given to the functioning of the committee.
5. Efforts to plan for implementation of a faculty development program after the Lilly grant ends are laudatory and should be continued during this final year.

The summative evaluation by the Office of Institutional Planning and Research was based on information gained from a one-page questionnaire distributed to new faculty members, interviews with each of the steering committee members, and a questionnaire distributed to each of the faculty to gauge impact of the project on the total academic community. The summative evaluation report measured implementation of the four main phases planned for the project and evaluated the project on how well the four objectives of the project were accomplished.

Two of the objectives of the project were "to provide opportunities for Furman faculty members, and in particular those new in the teaching profession, to be exposed to and to develop skill in approaches to teaching and learning with which they may not be familiar and to provide opportunities for new faculty members to become familiar with the values of Furman University." Evaluation of the implementation of these objectives were addressed on a one-page questionnaire distributed to the 40 faculty members eligible during the three-year grant for the specific activities of the project. Twenty-one, or 53 percent, completed the questionnaire. Responses indicated that opportunities were provided for new faculty and many participated and benefitted. Respondents were asked to rate on a five-point scale, from excellent to poor, the Lilly activities they attended for new faculty. Ninety percent or more judged the activities to be "very good" or "excellent." When asked what part of the program they thought was valuable enough to be repeated, the respondents unanimously agreed that the orientation series should be repeated. Two or more believed the following should be continued or repeated; mentor-novice grants, mini-grants to new faculty, seminars such as "The Idea of the University." There was general agreement that opportunities had been provided for new faculty members to learn more about teaching and more about the values of Furman.

One of the project objectives directly involved the steering committee; to allow experienced faculty members with demonstrated expertise and special teaching strategies to develop further their knowledge of and skills in these teaching strategies and to serve as resource persons, especially for younger faculty members. The Office of Institutional Planning and Research attempted to determine the extent to which members of the steering committee felt that they had become equipped to deal with faculty members on a one-to-one basis as consultants. All members of the steering committee were effective in overseeing the program as a committee and in carrying out assignments for group activities such as workshops and seminars. Interviews with steering committee members indicate that they felt they have gained new skills, but some were still reluctant to be called experts or specialists. Four steering committee members indicated that they had worked on a one-to-one basis with faculty members on specific topics or had mentor-novice grants with longer relationships of interchange. Two of the committee members, however, said that they had "not been comfortable" with the role of consultant on a one-to-one basis.

Another component of the project has been activities (e.g. workshops, seminars) available to all the faculty. All the steering committee members had received positive feedback from these activities. Although most of the committee judged the group activities among the least effective component of the project, all agreed that they served a useful function. All agreed that periodic group activities should become a part of the ongoing faculty development program. There was some disagreement over whether these activities should feature Furman faculty members or leaders from off-campus, just as there was some disagreement about which had been more effective during the grant.

When asked what aspects of the project were most beneficial, the two most frequently given responses were "getting to know new faculty members" and the opportunity (one called it "professional push") through released time and travel to improve their own teaching. Also mentioned were being a part of the committee and attending the Lilly sponsored activities that they might not have without a sense of commitment to the project.

When asked what they believed had been most beneficial to the new faculty, the majority responded "their socialization into the academic community," "the fall (1980) orientation series," "mini-grants," and the "impression that the university cares about them." Of most benefit to the entire faculty as a result of the grant activities were "improved morale," "increased communication across departmental lines," and "the message that teaching and the development of teachers is important at this institution."

The fourth objective was "to test a model of faculty development which could be continued at the conclusion of the grant." Through information already described, it is obvious that several of the components of the program have been judged to be recommended for the ongoing program in faculty development. In addition to the information gained from the data gathering instruments already mentioned, the Office of Institutional Planning and Research distributed to the entire faculty an inquiry to determine the impact of the project on the academic community. The questionnaire was divided into three parts. Part I of the instrument requested background information. Part II listed the four objectives of the project and asked respondents to rate the accomplishment level of each of the objectives. Part III listed the activities sponsored by the Lilly project and asked respondents to rate them on a five-point scale from excellent to poor. The last question asked for "additional opinions about the project, either about past activities or suggestions for development of new faculty members in the future."

Questionnaires were distributed to the entire faculty. Eighty-four, or 52 percent, of the faculty responded. Percentages in this report are figured on the number who responded. The responses were about evenly divided between faculty members who had been at Furman ten years or less and those who had been at Furman 11 years or more; 48 percent had been at Furman ten years or less, and 52 percent had been at Furman eleven years or more. The largest number of respondents (37 percent) had been at Furman eleven to 20 years, and the smallest number (13 percent) from three to five years. The largest number of responses (33 percent) were from faculty in the Humanities Division, with the remaining responses about equally divided among the other divisions.

Respondents were asked to rate the accomplishment level of the four program objectives, using a five-point scale with one being low and five being high. Responses indicated that all the objectives were judged to be above average in accomplishment. The majority of the faculty rated all of the objectives with one of the two highest ratings; a third or more responded with the highest rating of accomplishment for each objective.

Those who attended Lilly-sponsored activities open to all faculty were asked to evaluate them. Beside each of the activities, each of the respondents were asked to mark one of the following: (1) Excellent, (2) Very Good, (3) Good, (4) Fair, or (5) Poor. The majority who attended each activity considered it good to excellent. Space was provided at the end of the questionnaire for faculty members to make comments about the Lilly project or faculty development in the future. Comments about the Lilly project were generally favorable with the respondents using phrases like "numerous benefits," "stimulating sessions," "helpful in my development as a teacher," and "activities were a cohesive force within the faculty." Most often mentioned as an aspect of the project that should become a part of the ongoing faculty development program was the mentor-novice program.

The report from the Office of Institutional Planning and Research concluded that "the Lilly project accomplished its purpose. The four objectives were substantially achieved. The planned organization and activities designed to accomplish the objectives were implemented, tested, and evaluated. The steering committee developed expertise in teaching techniques and led seminars and workshops to share their information and skill with the rest of the faculty. Orientation sessions and a seminar on 'The Idea of a University' were designed and implemented for new faculty only. Grants were utilized by new faculty members to pursue individual interests and mentor-novice relationships. A variety of activities were planned especially for new faculty but open to the entire faculty; the faculty as a whole and as well as those in the first five years of teaching responded well to the activities. Information gained for the summative evaluation indicated that requisite changes are underway for the institutionalization of the project aims. The university is committed to continuing a formal faculty development program with activities planned especially for the new faculty member. It would be fair to conclude that the Lilly grant provided a key incentive for institution-wide concern for Furman faculty and their development."

External evaluation. Jerry G. Gaff, Director, Project on General Education Models, Washington, D. C., and author of the widely acclaimed book on faculty development, Toward Faculty Renewal (Jossey-Bass, 1975) served as external evaluator for the project. When Dr. Gaff assumed the role of external evaluator, he had just concluded a project involving sixteen college and universities in the southeast and midwest entitled, "Project on Institutional Renewal Through the Improvement of Teaching." Dr. Gaff was on campus four times to conduct the ongoing external evaluation. On November 27-28, 1978, Dr. Gaff met with the project director, the academic administration (President, Provost, Academic Dean), the Lilly steering committee, faculty members participating in the Lilly project for new faculty, and a group of faculty who were not participating in the project. According to Gaff:

> The program is progressing very well. Sound faculty leadership has been secured; the steering committee contains individuals who are respected by their colleagues and committed to their undertaking. The administration also appears to be providing leadership for the efforts. The faculty seem to have responded extremely well to the early efforts. There does seem to be an awareness of the need for the university to plan for the institutionalization of faculty development after the grant terminates.

During the first year Dr. William C. Nelsen and Dr. Brad Dewey visited Furman to analyze the faculty development program at Furman. Dr. Nelsen was vice-president for academic affairs at St. Olaf College and was on leave to evaluate faculty development programs for the American Association of Colleges. Dr. Dewey was academic dean at Franklin and Marshall College. Drs. Nelsen and Dewey made some helpful suggestions, especially in regard to ways of continuing the program after the external funding had expired. They also made suggestions about ways of involving faculty more widely and productively in planning faculty development activities and about the need for institutional support of traditional faculty development activities as well as the kind of activities sponsored by the Lilly project.

Gaff returned to campus on July 10-11, 1979. This time he talked with the faculty members participating in the project, the steering committee, the project director, and the Academic Dean. In his evaluation report Gaff indicated:

> The newly selected mentor-mentee project supported by Lilly seemed to be very promising. A variety of ideas and approaches are being taken, each of which has potential for improving the quality of teaching for the particular individuals involved. An important shift has already taken place in the concept of the mentor, from one who is experienced and will "teach" a neophite how to do something to more of a colleague relationship. Indeed, it looks like both partners will benefit from these special relationships that are being established. The mini-grant recipients seem to be well organized and pushing ahead with their plans. They are embarking on a variety of generally useful activities that appear to be professionally enriching. The faculty, both young and old, agreed that this effort is a far more promising way to conduct new faculty into the teaching profession than the traditional way.

A crucial matter which Dr. Gaff touched upon was institutionalization. He said that he had no doubts that the project would be a success but that he was less certain about what kind of faculty development would remain after the expiration of the grant. "The time to plan for that is now," Gaff stressed. Specific items mentioned by Gaff for planning included budget, organization and structure of the ongoing program, development of leadership and resource persons, and the embracing of faculty development by the faculty and incorporation of faculty development into the faculty member's regular habit patterns.

Gaff made a third visit to Furman on March 19-20, 1980. This time he focused on faculty participating in the mentor-novice program and on issues concerning the institutionalization of faculty development activities at Furman.

According to Gaff:

> The Lilly mentor-novice program seems to be progressing very

> well. Dean John Crabtree stated that he thought the Lilly project had been the single most important factor in enhancing morale that has occurred in recent years. The group activities were referred to as "open," "candid," "provocative," and "collegiality at its best." The individuals with whom I talked indicated the mentor-novice aspect played an important role in helping younger faculty improve their teaching and become effective members of the academic community. Unlike some similar programs at other institutions, these activities were not seen as interfering with their efforts to gain tenure; rather they were regarded as assisting that task. Further, this seems not to be a one-way street as mentors testified to benefitting from classroom intervisitation, conversations, and insight of the novices.

Addressing the broader question of "institutionalization," he said:

> My overall impression is that the project is functioning in precisely the way that foundation grants, at their best, should. That is, they provide seed money for new activities that would not have occurred without support: these activities hold potential for improving the quality of education; the early experiences of rather large numbers of faculty members have, on the whole, been positive; and every expectation is that these activities will continue with the support of the university after the grant terminates.

During the March, 1980 visit, Gaff participated in the first of three conversations planned to assess experiences and to shape a continuing comprehensive program of faculty development. From his participation in the meeting of approximately 25 persons including steering committee members, faculty members who had participated in various activities, and university administrators, Gaff declared:

> All concluded that their personal involvement and perception of these programs have been worthwhile. Also, all believed that a comprehensive program of faculty development should be continued following the period of external funding. There was a minor,if vocal, concern that "traditional" forms of professional development (i.e. research support, sabbaticals, and summer scholarly stipends) be a very real part of the overall package. There seemed to be no opposition to this idea on any part that I could discern, but the strong views of "traditionalists" suggested that they felt somehow threatened by the "newer" approaches incorporated in the project. On the other hand, none of the "traditionalists" expressed the desire to discontinue these "beneficial innovative" approaches. The matter seems to be one of finding the proper balance between alternatives and viewing them as being complementary rather than competitive approaches.

Gaff made his fourth and final visit to Furman on March 10-11, 1981. This time he attended a dissemination conference designed to share Furman's faculty development program with academic officers and faculty development directors from other institutions in the region. He commented that the conference "provided an excellent, overall perspective for me as an outside evaluator from which to review the results" of the project. In his final report Gaff made several observations about faculty development at Furman, comments about the project, and some suggestions for the future.

He described as "striking testimony to the accomplishments" of the project, the statements made by Gerda P. McCahan, Chairman of the Faculty, about the noticeable gains in professional competence and confidence, the increase in substantive conversations among the faculty, and the overcoming of isolation among faculty in different departments." Gaff added that he "never observed a program penetrate an institution as thoroughly and as positively in such a short time." Gaff's specific comments included the following:

> I understand that the Lilly project involved eleven mentoring teams over two years, 15 mini-grants to younger faculty members, a year-long orientation program, a series of seminars (the current one being "The Idea of the University"), and several in-house teaching consultants. Testimony from many of the participants indicated that these various activities have contributed to a more effective way of introducing neophytes to the teaching profession than the laissez-faire approach. As one may have suspected, the novices aided the renewal of some of their older colleagues, and all of this interaction contributed to the development of a greater sense that Furman is a community of scholars. Clearly, when one aspect of college life is well attended to, that act impacts other aspects of the university.

Among his suggestions for the future, Gaff cautioned that "the shift from starting a new program to maintaining one is almost always more complicated than anticipated" and urged leadership "to be as creative and vigorous during this transition to a permanent ongoing program as you were in getting the work underway" and "to keep activities fresh and invigorating." Gaff recognized that "changing leadership is to be expected and carefully cultivated as a means of renewing the program," and recommended that "some kind of rotating leadership around a core of veterans should be arranged." His final suggestion was that "a program of research and evaluation could add depth and substance to the various efforts that have been undertaken." "My overall evaluation of the accomplishments in faculty development is extremely positive," stated Gaff. He expressed optimism for the future of faculty development at Furman.

Dissemination

The project proposal called for a multi-phased dissemination strategy consisting of newsletters, presentations at professional meetings, and an invitational conference to be held on the Furman campus. Ten newsletters (". . . And Gladly Teach") were prepared and distributed (September 1978, December 1978, February 1979, May 1979, December 1979, March 1980, May 1980, September 1980, January 1981, and May 1981). These newsletters included questions and answers about the project, announcements of project activities, and summaries of project activities, as well as other campus professional growth news. The newsletters were distributed to Furman faculty and staff and to a mailing list of other colleges and individuals who expressed an interest in the work at Furman in faculty development and institutional renewal.

In addition to the newsletters, five formal presentations were made at professional meetings by the director or representatives from the Lilly steering committee. The director spoke on April 18, 1979, at the American Association for Higher Education Conference in Washington, D. C., and on October 24, 1979 at the Professional and Organizational Development (POD) Network Annual Conference, Fairfield Glade, Tennessee. Dr. Hazel W.Harris made presentations at the 1980 and 1981 meetings of the Consortium of Southern Regional Faculty and Instructional Development Centers' Conference (Biloxi, Mississippi, 1980, and Memphis, Tennessee, 1981). Dr. Frank Powell made a presentation to a group of administrators and Ph.D students in education at Boston University on April 14, 1981. Presentations were made by the director to the Advisory Council of Furman University on November 9, 1979, and to the Advisory Council's Task Force on Professional Growth on May 2, 1980.

The mentor-novice program of the Lilly project was the focus of an article contributed by Dr. Hipps to a series of essays editied by William C. Nelsen and Michael E. Siegel entitled Effective Approaches to Faculty Development (Washington, D. C.: Association of American Colleges, 1980). The title of the article was "Talking about Teaching: The Contributions of Senior Faculty to Junior Faculty."

On March 10-11, 1981, Furman University hosted an invitational conference designed to acquaint other colleges and universities with the faculty development activities at Furman.* Forty-four representatives from 31 schools in six states participated.

The participants heard a presentation by John H. Crabtree, Academic Dean, on "Faculty Development: A Definition"; saw a slide presentation on planned change in faculty development at Furman prepared by media consultant, Carey S. Crantford; listened to a description of the Lilly project by Edgar V. McKnight, project director, and heard presentations by various Furman University faculty concerning Lilly project activities. The first series of presentations by Furman faculty related to activities of the Lilly steering committee. Frank M. Powell spoke on "Preparation and Activity of In-House Consultants," James C. Edwards talked about "Acclimation and Orientation of New Faculty Members," and Hazel W. Harris addressed the group on "Development of Teaching and Advising Skills Through Group Activities." The second series of presentations was given by faculty members who had worked in mentoring projects and had received mini-grants. James H. Smart, Associate Professor of History, and Bruce W. Schoonmaker, Assistant Professor of Music, addressed the subject of "Mentoring: Interaction of New and Experienced Faculty Members." Veronica P. Melton, Associate Professor of Health and Physical Education, and David W. Rutledge, Assistant Professor of Religion, spoke on "Mini-Grants: Individual Projects for Development of Teaching and Advising Skills." Outside speakers were William C. Nelsen, President, Augustana College, Sioux Falls, South Dakota, who spoke on "Faculty Development: The Current State;" and G. Melvin Hipps, former director of the Lilly project, who spoke on "Faculty Development: The Future State."

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*The Dissemination Conference for the Lilly project activities was held jointly with the dissemination of the results of another faculty development effort at Furman supported by the Mellon Foundation. The latter program was entitled "The Development of Mid-Career Faculty; A Systematic Approach."

At the close of the dissemination conference, participants were asked to evaluate the program. When asked what they found of most value at the conference, the largest number mentioned the presentations by Furman faculty members reporting on their projects. In their rating of the overall conference, "Excellent!" was the most used description. The participants were complimentary of the program, the planning, the organization, and the hospitality of the conference hosts. They expressed pleasure in this type of shared, interactive process as opposed to the mere sharing of formal project reports. A consensus clearly emerged that the use of a conference to disseminate projects results is much more effective than the single publication of a project report.

Continuing Program of Faculty Development

One of the project objectives was "to test a model of faculty development which could be continued at the conclusion of the grant," and it was envisioned that the project would set into motion specific procedures for faculty development which would be maintained after the grant period. The proposal, therefore, listed as one of the milestones for the third year the proposal by the director to the faculty and administration of a specific method for continuing the program along with suggestions for level and sources for funding.

Jerry G. Gaff, external evaluator, indicated in his report of July 20, 1979, that the institutionalization of the program of faculty development should be considered immediately. He expressed confidence that the specific activities would be completed successfully, but stressed that steps should be taken to insure the continuation of a viable program of faculty development after the expiration of the grant. In response to the strong suggestion from the external evaluator, steps were taken during the second year to begin preparation of a comprehensive model for faculty development to be institutionalized after the grant period. The director conferred with the Academic Dean and Coordinator of Institutional Planning and Research (who is also directing a project for mid-career faculty) about the strategy for developing a coordinated and comprehensive program. It was agreed that the director of the Lilly project should take the lead and involve members of the Lilly steering committee to begin the planning. The director also consulted with Dr. Jerry G. Gaff and Dr. Ohmer H. Milton, Director of the Learning Resource Center at the University of Tennessee, on specific problems in a program of faculty development.

During the second year of the project, three organized "conversations" about faculty development were conducted which involved steering committee members, members of the Faculty Research and Professional Growth Committee, participants in various programs of faculty development, and Furman University administrators. The conversations were designed to help evaluate the specific activities of faculty development then being carried out and to begin to consider how these and other activities should be coordinated in a comprehensive program.

During the third year of the program, a detailed draft of a model for future faculty development at Furman was composed by the director and revised with suggestions from appropriate faculty members and administrators; a two-day conference on faculty development was held on October 31-November 1, 1980, at a retreat near Hendersonville, North Carolina, for the academic administration and all faculty and administrative committees at Furman responsible for the various aspects of faculty development; and specific suggestions were made for a faculty development program to be instituted in 1981-1982. The planning paper indicated that "a faculty development program at Furman should be comprehensive, coordinated, flexible, and managed in a way to insure its effectiveness in faculty development. It must also move from where we presently are in faculty development in the least problematic way and carry out the agreements we have for the continuation of faculty development programs." The paper indicated that professional development, instructional development, curricular change, and organizational development should be seen as different aspects of faculty development, and traditional programs of faculty development seen as vital parts of the total program. Such traditional programs as travel to professional meetings, sabbatical leaves and traditional research projects should continue to have high priority. However, the paper suggested that alongside those traditional activities should be a series of programs designed for the personal and instructional development of the faculty. These programs should be the direct responsibility of the coordinator for faculty development programs working with a committee on faculty development. It was suggested that these programs include (but not be limited to):

> orientation sessions for new faculty; seminars and workshops designed to help faculty members develop specific skills in teaching and advising; sessions on learning how to use television, the computer, film, slides, and video-tapes in teaching; programs on becoming more familiar with recent trends and issues in higher education, curricular matters, student development, organizational dynamics, etc.; a program of grants to support personal and professional development of 'mid-career' faculty--such grants ought to be coordinated with grants from the Faculty Research and Professional Growth Committee; a program of grants to support academic planning--the grants may be for individual or group projects; seminars and programs designed to bring

> faculty members together and share information related to their discipline and to the teaching profession in general; mentoring programs to allow more experienced and less experienced faculty members to work together and learn from one another; a program of grants to support projects to assist faculty members improve their teaching and/or advising skill; a program of consultation designed for the entire faculty but especially for faculty members in their first five years of college teaching; and a program of development of selected faculty members who will serve as members of the steering committee for faculty development programs and as in-house collegial consultants.

In May, 1981, Dean John H. Crabtree announced a new structure for faculty development activities at Furman. The May issue of the newsletter (" . . . And Gladly Teach") reported that:

> the intention of the new arrangement is to integrate and coordinate further faculty development activities within the university. Funds for travel to professional meetings will continue to be handled by the Academic Dean's office. Requests for sabbatical leaves and traditional requests for funds for individual research activities will go to the Faculty Committee on Research and Professional Growth. All other formal faculty development activities will be planned and implemented by the Committee on Faculty Development. This latter committee, a new administrative committee which will be comprised of individuals who were active in the present faculty development projects, will be responsible for group activities, individual activities, mentor-novice arrangements, mini-grants, in-house consultants, and special orientation programs. A coordinator of faculty development programs will work with the two committees and each component of the overall faculty development program. The new organization for faculty development activities will be effective September 1, 1981.

In light of the development of all those participants in the project on the development of the new faculty member, the positive evaluation of the internal and the external evaluators, and the decision of Furman's administration to continue a formal comprehensive faculty development program embracing the specific projects carried out by the Lilly project, it would be fair to conclude that the Lilly project was a success and provided a key incentive for an institution-wide concern for Furman faculty and their development.

APPENDIX A

PROJECT EVALUATION QUESTIONNAIRE, GENERAL

EVALUATION QUESTIONNAIRE

LILLY ENDOWMENT, INC. , PROGRAM

THE SCHOLAR AS TEACHER:

THE DEVELOPMENT OF THE NEW FACULTY MEMBER

OFFICE OF INSTITUTIONAL PLANNING

AND RESEARCH

FURMAN UNIVERSITY

GREENVILLE, SOUTH CAROLINA 29613

MAY 1981

Final Evaluation Questionnaire

Lilly Endowment, Inc. Program

The Scholar as Teacher:

The Development of the New Faculty Member

The Lilly Endowment program at Furman in development of new faculty members is near the end of its three-year schedule. The Lilly Steering Committee and the Office of Institutional Planning and Research request your assistance in determining the effectiveness of the program. There will be no attempt to identify individual respondents; responses will be used to develop group profiles.

Whether you participated in any of the Lilly sponsored workshops and seminars or not, please answer Part I and return the questionnaire. All responses are valuable in getting a picture of faculty involvement and impressions.

Part I - Personal Information

Years on Furman faculty:
2 or less ____
3 - 5 ____
6 - 10 ____
11 - 20 ____
over 20 ____

Division:
Fine Arts ____
Humanities ____
Sciences ____
Social Sciences ____

Part II - Overall Effectiveness

Please respond to the following in terms of your overall impression of the program in development of the new faculty member. Following are the stated objectives of the program in development of new faculty. Please indicate on a one-to-five scale, with one being low and five being high, your opinion of the extent to which each objective has been accomplished.

Objectives	Accomplishment Level	No Basis for Responding	Comments
1. To provide opportunities for Furman faculty members, and in particular those new in the teaching profession, to be exposed to and to develop skill in approaches to teaching and learning with which they may not be familiar.	1 2 3 4 5	0	
2. To provide opportunities for new faculty members to become familiar with the values of Furman University and to explore the implications of these values in their work with students both inside and outside the classroom.	1 2 3 4 5	0	
3. To allow experienced faculty members with demonstrated expertise in specific teaching strategies to develop further their knowledge and skills in these teaching strategies and to serve as resource persons, especially for younger faculty members.	1 2 3 4 5	0	
4. To test a model of faculty development which could be continued at the conclusion of the grant period.	1 2 3 4 5	0	

IF YOU PARTICIPATED IN LILLY SPONSORED ACTIVITIES, PLEASE COMPLETE THE REST OF THE QUESTIONNAIRE. OTHERWISE, PLEASE RETURN IT, AS IS.

Part III - Lilly Activities Open to All Faculty

1. Please rate the effectiveness of each of the following activities:

Lilly Activities	Excellent	Very Good	Good	Fair	Poor	No Basis For Opinion
"Verifying the Old Verities: The Role of Furman as a Christian Liberal Arts College" (Dean John Crabtree; L. D. Johnson, Professor of Religion; Charles Brewer, Professor of Psychology; Lizanne Thomas, President of the Association of Furman Students), September 1978.						
Lecturing (James C. Edwards*), October 23, 25, and November 1, 6, 1978.						
Formulating Questions (Hazel W. Harris*), November 8, 13, 1978.						
Helping Clarify Ideas (James C. Edwards,* Frank W. Powell*), November 15, 20, 1978.						
"Making Outlines of Lectures" (Richard R. Maag*), January 17, 1979.						
"Teaching from the Imagination: Self-Images of the Teacher" (James C. Edwards*), January 31, 1979.						
"Leading Discussions" (G. Melvin Hipps*), February 14, 21, 1979.						
"Asking Questions" (Hazel W. Harris*), March 12, 14, 1979.						
"Affective Processes" (Frank M. Powell*), March 20, 21, 1979.						
"Testing" (Charles A. Arrington*), March 26, 28, 1979.						
"Television in the Classroom" (Dean John Crabtree; C. Maurice Cherry, Assistant Professor of Modern Languages; James M. Pitts, Assistant Professor of Religion), April 4, 1979.						
"Learning Theories" (Richard R. Maag*), April 9, 11, 1979.						
"Application of the Theories of Piaget" (Charles A. Arrington*), April 16, 18, 1979.						
"Individualizing Instruction: Ideas and Materials Developed by Furman Faculty" (Hazel W. Harris*), April 23, 25, 1979.						
"Non-Verbal Communication" (Frank M. Powell*), April 30, May 2, 1979.						

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*Members of the Lilly Steering Committee:
Charles A. Arrington, Professor of Chemistry
James C. Edwards, Associate Professor of Philosophy
Hazel W. Harris, Associate Professor of Education
James B. Leavell, Assistant Professor of History
Richard R. Maag, Associate Professor of Music
Frank M. Powell, Assistant Professor of Health and Physical Education

	Excellent	Very Good	Good	Fair	Poor	No Basis For Opinion
"Effective Visual Presentations" (Taylor C. Smith, Professor of Religion; Archie V. Huff, Associate Professor of History; Lewis P. Stratton, Associate Professor of Biology; C. Leland Rodgers, Professor of Biology), May 9, 1979.						
"Self-Images of Students" (James C. Edwards*), May 14, 16, 1979.						
"Sound Sources" (Jerry L. Cox, Assistant Professor of Modern Languages; Frank M. Powell,* James M. Pitts, Assistant Professor of Religion; Bill Henry, University Photographer), May 23, 1979.						
Workshops on Lecturing (James C. Edwards*), October 16, 18, 23, 25, 1979.						
"All You Ever Wanted to Know about Lecturing but Were Afraid to Ask" (Hazel W. Harris,* Richard R. Maag*), November 1, 1979.						
"Transparency Projection: Overhead Projection" (C. Maurice Cherry, Assistant Professor of Modern Languages; Hazel W. Harris*), November 6, 1979.						
"Imaginative Uses of Tape Recordings: Sound Design in Teaching" (James M. Pitts, Assistant Professor of Religion; Douglas M. MacDonald, Associate Professor of Philosophy), November 13, 1979.						
"Classroom Television" (Frank M. Powell*; Gerda P. McCahan, Professor of Psychology), November 20, 1979.						
"Sound-Slide Teaching Programs: Photocopying" (James B. Leavell,* Don B. Cely, WFBC Television), November 27, 1979.						
"Use of Student Evaluation of Faculty" (Dean John H. Crabtree; Edgar V. McKnight*), January 10, 1980.						
"Learning Theories" (Richard R. Maag*), January 16, 17, 1980.						
"Publish-or-Perish" or "Teach-and-be-Tenured" (Charles A. Arrington*), January 29, 1980.						
"Students Learn Better from Teachers They Like or Hate" (Frank M. Powell*), February 6, 7, 1980.						
"Team and Interdisciplinary Teaching" (James C. Edwards*; James B. Leavell*), March 13, 1980.						
"Teaching and Learning from the Imagination: Self-Images of the Teacher and the Student" (James C. Edwards*), March 20, 1980.						

	Excellent	Very Good	Good	Fair	Poor	No Basis For Opinion
"Leading Discussions" (Hazel W. Harris,* Richard R. Maag*), April 29, 1980.						
"Development of Reasoning: An Application of Piaget to College Teaching" (Charles A. Arrington*), May 1, 8, 1980.						
Values Seminar (James B. Leavell*), September 25, 1980.						
"Development of Reasoning and Problem-Solving Skills" (Charles A. Arrington*), May 5, 7, 1981.						
"The Humanities in American Life" (Gaines Post, Jr., Associate Professor of History at the University of Texas at Austin and Executive Director of the Commission on the Humanities), May 12, 1981.						

2. Finally, if you have additional opinions about the project, either about past activities or suggestions for development of new faculty members in the future, use the remaining space to comment.

APPENDIX B

PROJECT EVALUATION QUESTIONNAIRE, NEW FACULTY

The Scholar as Teacher:
The Development of the New Faculty Member

The Lilly Endowment program at Furman for development of new faculty members is near the end of its three-year schedule. The Lilly Steering Committee and the Office of Institutional Planning and Research want your opinion of the effectiveness of the orientation sessions for new faculty in order to complete the final evaluation of the program and to plan for the future. Activities that occurred before you arrived or that you did not participate in, please mark "no basis for opinion." Please return your response by campus mail by Wednesday, May 13, 1981.

1. The following activities were planned specifically for new faculty. Please rate them.

Activity	Excellent	Very Good	Good	Fair	Poor	No Basis For Opinion
Orientation sessions for faculty members who came in 1979-80	___	___	___	___	___	___
Orientation sessions for faculty members who came in 1980-81	___	___	___	___	___	___
Seminar on "The Idea of a University" January-April, 1981 (Open to all faculty in their first five years of teaching)	___	___	___	___	___	___

2. What part of the program was valuable enough to be repeated?

3. What do you think should be included in future orientations that was not covered or not covered fully enough during the grant period?

4. If you have additional comments, please write them on the back.

APPENDIX C

NEWSLETTERS, " . . . AND GLADLY TEACH"

SEPTEMBER 1978
NUMBER 1

In the Prologue to the *Canterbury Tales,* Geoffrey Chaucer concludes the description of the Clerk of Oxford with the line "And gladly would he learn and gladly teach." A more pertinent and succinct definition of the vocation of the teacher would be difficult to find. The omission of the first part of the definition from the masthead of this newsletter is not to elevate teaching over learning. The conjunction and is supposed to indicate that learning must precede teaching. And one hopes both are carried on in a spirit of gladness. This line from Chaucer thus provides not only the title but also the theme of this faculty development newsletter to be published from time to time during the period of the projects sponsored by the Andrew W. Mellon Foundation and the Lilly Endowment, Inc.

OFFICE FOR FACULTY DEVELOPMENT

Melvin Hipps, professor of education, has been appointed to the temporary position of coordinator of programs for faculty development. His primary responsibilities will be to coordinate the activities to be sponsored by the grants from the Mellon Foundation and the Lilly Endowment. His office is located on the third floor of the Duke Library. He is acquiring a collection of books, journals, and newsletters concerned with professional growth of faculty. Faculty members are cordially invited to check out any of these materials. Mrs. LaRue Bishop, formerly secretary to Dr. Stuart Patterson, will serve as secretary in the faculty development office. The telephone extension is 3075.

THE MELLON PROJECT

In October, 1977, Furman received $200,000 from the Andrew W. Mellon Foundation to support a three-year project entitled "The Development of Mid-Career Faculty: A Systematic Approach." The purpose of the project is to give mid-career faculty members an opportunity to plan the next five years of their careers in some detail and to make it possible for them to implement some of the activities planned. The model for the planning process is the management planning system which has been in existence at the university since the early seventies. Since April 1, 1978, when the project began, there have been several seminars and workshops designed to orient faculty members to the purposes and opportunities of the program. The following questions about the project have been frequently asked. Perhaps the questions and the answers given will provide the Furman community with further information about this project.

Q. Who is eligible to participate in the Mellon project?
A. Anyone who will be in the age range 35 - 55 anytime between September 1, 1977, and May 31, 1978.

Q. What is the time period of the grant?
A. April 1, 1978 - March 31, 1981.

Q. How will the project be managed?
A. Policy and program decisions, within the framework of the proposal accepted by the Foundation, will be made by a steering committee composed of the following persons: Jim Edwards and Edgar McKnight from the Humanities Division, Rhett Bryson and Dick Maag from the Fine Arts Division, John Snyder and Noel Kane-Maguire from the Division of Science and Mathematics, Elaine Nocks and Ray Roberts from the Social Sciences Division and John Crabtree and Frank Bonner from the administration. Phil Winstead, who is in charge of the internal evaluation of the project, is the secretary of the steering committee. Melvin Hipps, coordinator of programs for faculty development, is the chairman; and Max Smith, director of foundation and government relations, is a resource person to the committee.

Q. How was the steering committee selected?
A. By President Johns.

Q. What must faculty members do to participate?

A. On September 1, 1978, those who will participate in the project submitted a five-year professional growth plan which was supposed to contain the following items:

1. An analysis of professional needs
2. A list of objectives for the next five years
3. An explanation of the relationship of those objectives to a departmental or university SWOTs analysis
4. An explanation of the relationship of the objectives to the learning experiences of students
5. A list of suggested activities for meeting the objectives.

Q. What will happen as a result of these plans?

A. The steering committee will study the plans, determine which of the objectives can be met by group activities (such as workshops on a particular teaching technique), and determine which individual activities might be supported by project funds. For those activities deemed worthy of support, faculty members will be asked to submit proposals which will include a specific description of the activity, a budget, a timetable, etc. The proposals will be reviewed by a three-person committee chosen by the faculty member and by the steering committee. The steering committee will then determine which activities are to be supported and at what funding level.

Q. Isn't this a lot of work with little guarantee of getting funding?

A. Whether or not it is a lot of work depends on one's own definition of "a lot of work." It is true that there is no guarantee of funding, but no funding group, including our own Professional Research and Growth Committee, guarantees funding of proposals. However, the money, what there is, is there for those willing to do what is required to get it.

Q. When is it likely that activities will be funded?

A. Probably not before the winter term, 1979.

Q. How much money is available?

A. $62,950 for individual activities and $62,950 for group activities. The remainder of the $200,000 is earmarked for program administration and evaluation. The evaluation is of course mandated by the Mellon Foundation and must be fairly extensive. The interest on the $200,000 (about $6,000 to date) will be used to support faculty activities. If at a later date it seems appropriate to ask the Foundation to allow us to shift funds from group to individual activities, we will do so.

Q. Why must individuals relate their professional goals and objectives to those of the institution?

A. One of the assumptions of this project is that in the future, funds for professional growth will be limited. Thus, those that will be funded are those which are more closely aligned with the needs of the institution Actually, considering the scope of the needs of the university and the various departments, it would be difficult to imagine a legitimate professional goal which would not relate in some way to a University or departmental objective.

Q. Can a faculty member seek to combine activities in this project with those during sabbaticals and those which receive support from other sources, such as the Research and Professional Growth Committee?

A. Yes, as long as it is clear to all groups the activities that are a part of each proposal and the amount of support coming from all sources.

Q. Why do faculty have to plan for five years when the project lasts only three years?

A. One of the purposes of the project is to test the value of long-range career planning. Naturally, events may occur, indeed will most likely occur, that will necessitate changing plans. The purpose of planning is to give direction, not to commit oneself irrevocably to a particular course of action.

Q. Is there any limitation on the amount of money faculty members may request and be granted?

A. Technically, no. But while there will be no attempt to distribute the funds equally among those who participate, obviously no one should expect to receive an extravagant percentage of the funds available.

Q. Is it possible for departments and/or committees to participate in the project?

A. Yes. However, this is a project designed to meet the professional needs of individuals. Thus, individuals will write professional growth plans. If several members of a department or a committee state similar needs which might be met through group activities, it is possible the steering committee will permit the department or the committee to receive funds for a group activity. If several members of a department want to become better equipped to deal with marginal students, then workshops may be planned for them on this topic. If several want assistance in a certain instructional technique or in curriculum revision for above average students, or whatever, than group projects may be planned for these purposes.

However, individuals will still be responsible for making proposals. Individuals shouldn't necessarily feel coerced into requesting assistance in areas where they don't need or want help.

Q. What kinds of activities are likely to be supported?

A. Any activity resulting in a faculty member's professional growth is potentially supportable. When the project was originally announced, the erroneous impression was given that no traditional activities (travel to professional meetings, research, released time for planning, etc.) would be supported.

Q. Will some activities have priority over others?

A. Those activities which are most clearly related to pressing needs of a department or of the university will doubtless be given priority.

Q. Will it be possible to "get into" the project at a later date if one didn't submit a professional growth plan on September 1?

A. Yes, if all the project funds are not expended on activities proposed in the growth plans submitted by the deadline.

Q. Must one be involved in project activities for the entire three-year period?

A. No. The planning must cover the entire period, but individual activities could begin and end at any time during the three years.

THE LILLY PROJECT

On April 28, 1978, Furman received notification of a grant of $118,983 from the Lilly Endowment, Inc., to fund a three-year project entitled "The Scholar as Teacher: The Development of the New Faculty Member." Furman will contribute $59,737 to this project.

The major responsibility for the activities of this project will be shared by the members of the steering committee who were chosen by a committee of students, faculty, and administrators. The steering committee members are Frank Powell (Health and Physical Education), Dick Maag (Music), Hazel Harris (Education), and Tony Arrington (Chemistry). They were chosen on the basis of their demonstrated competence as teachers, their interest in further developing their skills as teachers, and their willingness and ability to work as consultants to their colleagues on the faculty. Their primary responsibility will be to plan and present a series of seminars and workshops on issues and trends in higher education, on the nature of the Christian liberal arts college, and on particular teaching techniques and strategies.

During the second and third years of the project, two additional activities will be initiated. One is a program in which four experienced teachers and four relatively new teachers (those in their first five years of college teaching) will have the opportunity to work on some projects or activities related to teaching and learning. Each person chosen to work in this program will be given released time from the course. The other activity is essentially a mini-grant project. During each of the last two years, four new faculty members will have the opportunity to propose a project designed to improve instruction. Each project can be funded at a level of $1,000. The steering committee will announce the guidelines for each of these activities and will select participants from the proposals submitted.

While the major purpose of this project is to enhance the teaching skills of new faculty members, all members of the faculty will be invited to participate in most of the project activities.

FIVE FACULTY CHOSEN TO STEER LILLY PROJECT

The five faculty members selected to steer the Lilly Project will have more than the usual responsibilities of steering committees. Frank Powell, Jim Edwards, Hazel Harris, Tony Arrington, and Dick Maag spent a great deal of time during this summer reading about trends and issues in college teaching. This activity was the beginning of their quest to become in-house consultants on teaching and learning. During the 1978-79 session, they will devote half-time to the Lilly project, planning workshops and seminars for faculty members. They will continue their activity during the second and third years of the project, and during this time they will oversee the mentor-novice teacher program and the mini-grant program for new faculty.

Recently, these five faculty members were asked to explain what they thought the greatest benefit would be to them in their role in the Lilly Project and to share something of their styles of teaching. Although they were interviewed individually, their responses demonstrate marked similarities in their values as teachers.

Jim Edwards, a 1965 graduate of Furman who went to the University of Chicago for a master's degree and to the University of North Carolina for his doctoral work, has been teaching philosophy at Furman since 1970. In describing his interests in the project and his approach to teaching, he made the following observations:

> I am interested in the self-images that guide teachers; to put it in Jungian terms, I want to investigate the archetypes that determine the perceptions, activities, enthusiasms, and fears of teachers. My participation in the Lilly project gives me the opportunity to pursue this investigation in conversation with others interested in improving teaching.
>
> In Joseph Axelrod's useful terms, I aim to be an evocative teacher rather than a didactic one. Since philosophy is an activity, not a body of doctrine, I am a failure if my students don't do some philosophy. They must lock horns with Descartes, not just learn the lineaments of his metaphysical account. Socrates had a good image: he was the midwife for the ideas of his friends. Now, that's evocative teaching! I suppose I'm haunted by the figure of Socrates.

While Dick Maag may not be "haunted" by the figure of Socrates, he says,

> I am devoted to the "Socratic Method" or sometimes simply called the question and answer method. A teacher cannot really teach a student; only a student can teach himself. But a teacher can structure a course so the student can teach himself. In doing this it is helpful to find out what is already in the student's thought so that he can be directed, challenged, and instructed in the right direction.

Dick expressed his interest in the Lilly project in the following manner:

> Alfred North Whitehead, an American educator, once wrote a book entitled *The Art of Teaching*. The title of this book has always had special significance for me because I like to think that teaching is an art and as an artist one must always continue to grow and expand. Any avenue that helps a teacher become a better "artist" —teacher is a worthwhile project.

Born in the midwest and educated there and in the southwest (B.M., University of Kansas; M.M. and D.M.A., University of Texas), Dick has been teaching music (strings, theory, music education) at Furman since 1964.

The newest member of the faculty on the Lilly Steering Committee is Frank Powell, who has been on the staff in the Department of Health and Physical Education since 1974. A native of Louisville, Kentucky, Frank received his degrees from Georgetown College (B.S.), the University of North Carolina (M.A.), and Florida State University (Ph.D.). In reflecting upon his teaching and Furman and his work with the project, he said:

> Furman is a small school, yet there is still limited opportunity to share ideas with faculty of other disciplines. A major benefit of my Lilly project involvement will be the close contact and interchange I will have with other members of our competent faculty. I've realized that a whole lot of teaching goes a very little way in bringing about significant change in the students I teach. Rather than become disheartened, I strive to work towards a few specific goals to insure that my students gain a little bit of meaning rather than a whole lot of nothing. Much of the information communicated in a classroom setting occurs through non-verbal modes. It is important for a teacher to project an image of confidence, understanding, empathy, and patience through alert and crisp mannerisms and gestures. Dull and lifeless movements often accompany stale and monotonous presentation of content. Any student, no matter how excited about a discipline, can become disenchanted by overly predictable and repetitive teacher behaviors.

Another Furman graduate on the committee is Tony Arrington, who went from Furman to Harvard for an M.S. and a Ph.D. in chemistry and then returned to his alma mater in 1967 to teach chemistry. Tony says that he was recently jolted into the realization that he was no longer one of the new young Turks but rather "an old-timer with an off-and-on association with Furman that has covered twenty-two years." He says, "I've made lots of mistakes in my twelve years of teaching and still get nervous before the first class in the fall." He listed some "random thoughts" he has about teaching:

> I tend to be casual rather than formal in style, flexible in approach, and non-dogmatic.
> Class time should be concerned with development of reasoning and conceptual abilities than transmission of information.

> In my own experience the most effective learning our students engage in is the undergraduate research program. It would be good if all courses could be conducted in a similar fashion.
>
> A good teacher must demonstrate interest and enthusiasm for the discipline.
>
> I teach my classes as if the student were the intellectual leaders of their communities — which they will be very shortly.
>
> I'm still trying different methods of testing and assigning grades. I'm not satisfied that much of what I do in this regard is promoting the intellectual development of the students.

In discussing the advantages of working with the Lilly Project, Tony said:

> I'm looking forward to working with the Lilly project because of its basic premise that teaching can be improved by a variety of techniques. At the same time we recognize that no single approach to the craft of teaching is necessarily more desirable or effective than other methods.
>
> The recognition that we all need help in doing our job better is a necessary starting point in the project. The University's commitment to continuing to work with new faculty in a formal program reflects the administration's interest in improving the teaching-learning program at Furman. I hope that through the varied activities sponsored by the Lilly project we can develop an ongoing program of on-the-job training for faculty that will make our teaching more effective and rewarding.
>
> Personally, I will have a chance to formulate some ideas about learning and teaching and will be able to examine what other people are doing at Furman and elsewhere. I hope the project is of tangible, practical value to all faculty members and that we do not get caught up in too much jargon and window dressing.

Although Hazel Harris has been a part of the Furman faculty in education since 1969, most people know her best as an administrator. As director of the summer session and coordinator of graduate studies in education, she does spend most of her time planning enticing summer workshops, counseling graduate students, and devising ways of promoting the programs she manages. However, she will not allow herself to be separated totally from her first love - teaching. A native of Raleigh, North Carolina, Hazel attended a hometown college, Meredith, for her A.B. degree, but journeyed all the way to Durham for an M.A.T. and an Ed.D. from Duke. After a few years of teaching social studies in high school, helping direct the M.A.T. program at Duke, and serving as curriculum coordinator at Spartanburg High School, she joined the Furman faculty. Like Tony, Hazel chose to list a few of her beliefs about education as a way of describing herself as a teacher. Among these beliefs are the following:

1. Teaching is an interactive process, and it is in this confrontation between teacher and pupil and subject matter (content) that a teacher's artistry comes into play.
2. The teacher is a facilitator of learning and not just a dispenser of information.
3. Students learn best when they are actively involved in learning—this includes college students!
4. All important learning does not take place within the formal setting of the school.
5. Students have different learning styles, that is, they don't all learn the same thing in the same way at the same time.
6. Both reception learning and discovery learning occupy legitimate places in the classroom.
7. Teaching is a practical art.
8. One difference in a skillful teacher and an unskillful one lies in what each perceives about his students as individual learners.
9. Education is a never-ending process; therefore, students need to be "taught" to be lifetime learners. (A reason for my enthusiasm for the Lilly Project is that the project will enable me to continue learning and growing as a teacher.)

As for her interest in the Lilly project, Hazel says:

> Since most of my professional interests and experience have been in the area of curriculum development and instruction, the Lilly project with its emphasis on improving teaching will be, in effect, a three-year inservice for me — a program of "self-renewal," to use John Gardner's term. I'm also excited about the opportunities the project will provide for discussing the teaching/learning process with my colleagues throughout the university.

MELLON PROJECT ACTIVITIES – SPRING AND SUMMER, 1978

On April 3 and April 12, orientation sessions were conducted to acquaint faculty with the structure of and opportunities in the project.

A seminar and dinner meeting was held on May 22 at which President Johns spoke on problems the Mellon project might address. He stressed the following points: (1) dealing with both bright and marginal students; (2) appropriate programming in continuing education; (3) appropriate career education; (4) the future of cooperative education; and (5) articulating personal and institutional values. Gerda McCahan spoke on mid-career as a stage of adult development, drawing upon the theories of adult development of Maslow, Gould, and Levinson. Edgar McKnight presented an example of a professional growth plan which participants in the Mellon project would be expected to prepare. Melvin Hipps concluded the program by conducting a question-answer session concerning the project.

Two workshops were conducted, one on July 10 and one on July 13, to assist faculty in preparing growth plans. Consultants from colleges where growth plans or growth contracts are being used made presentations on their programs. The first was Dr. Paul Redditt, professor of religion at Otterbein College and Dr. Richard Gross, president of Gordon College.

On August 7, there was a workshop on adult development. Jim Edwards, associate professor of philosophy, led a discussion of Daniel Levinson's book, *The Seasons of a Man's Life.* Dr. Harold Hodgkinson, executive director of the professional institute of the American Management Association spoke on the mid-career development of college faculty and administrators.

LILLY PROJECT ACTIVITIES – SUMMER, 1978

The steering committee of the Lilly project has met three times to discuss the seminars and workshops to be presented during the 1978-79 session. They have been doing extensive reading in the areas in which they will be conducting seminars and workshops. Members of the steering committee have also had three luncheons or dinner meetings with groups of new faculty members in order to explain the project and to get ideas from the new faculty about seminar and workshop topics.

MELLON PROJECT SPONSORS WORKSHOP ON MARGINAL STUDENTS

On September 11-12, the Mellon Project sponsored a workshop dealing with one issue identified by President Johns as one which the Mellon Project might address - teaching the marginal student. In the first general session, Jim Stewart gave the keynote address entitled "The Problems in Teaching the Marginal Student: A Perspective." Associate Dean Paul Anderson presented a description of the 1978 freshman class; and Tom Cloer, director of special services, addressed the question "Who is the Marginal Student?"

Three workshops were presented during the morning session on the 11th and repeated in the afternoon. Hazel Harris and Bing Somers led a workshop designed to present some ideas on dealing with wide ranges of ability in the same class. Jim Smart and Ann Sharp gave suggestions about helping marginal students write a paper, take an examination, and read an assignment. Jim Mahaffey and Tom Cloer explained how every professor is (or should be) a reading teacher.

The second day's session was devoted to the learning environment and the support services for marginal students. The following faculty and staff members described the services for marginal students provided by their offices: Tom Cloer (Special Services), Hamp Sherard (Math LRC), Charles Cort (Student Development), Tom Wall (Athletic Department), Jim Pitts (Chaplain's Office), and Paul Anderson(Associate Dean).

Harry Shucker, director of residential living, described the physical environment for learning at Furman; and L. D. Johnson presented his ideas about the moral and spiritual environment. The workshop was concluded by a luncheon address by Gerda McCahan who outlined some suggestions for helping marginal students deal with stress.

LILLY PROJECT TO SPONSOR A PANEL DISCUSSION

On Monday, September 25, at 3:00 p.m. in lecture room 1 of the classroom building, there will be a panel discussion on the topic "Verifying the Old Verities: Furman's Role as a Christian Liberal Arts College." The panel will be composed of Dean John Crabtree; L. D. Johnson, University Chaplain; Charles Brewer, professor of psychology; and Lizanne Thomas, president of the Association of Furman Students. This program is being presented under the auspices of the Lilly Project. It is designed especially for "new" faculty (that is, those in their first five years at Furman), but all faculty are cordially invited to attend. Refreshments will be served before the program.

This program is the first in a series to be sponsored by the Lilly Project. Throughout this and the second and third years of the project, the Steering Committee will conduct seminars on trends and issues in higher education, workshops on particular teaching techniques, and colloquia on the nature of liberal learning and Christian education. A schedule of fall programs will be announced in the next issue of this newsletter.

EXTERNAL EVALUATOR CHOSEN

Dr. Jerry Gaff, author of the widely acclaimed book on faculty development entitled *Toward Faculty Renewal* (Jossey-Bass, 1975), has agreed to serve as external evaluator for both the Mellon and Lilly projects. Gaff has just concluded a project involving sixteen colleges and universities in the southeast and the midwest. This program, which was called "Project on Institutional Renewal Through the Improvement of Teaching," was sponsored by the Society for Values in Higher Education and supported by a grant from the Fund for the Improvement of Post-Secondary Education. These two agencies have recently announced a new program to be directed by Gaff. Entitled "Project on General Education Models," this program will again involve a consortium of colleges and universities that wish to develop alternative models of general education which will be effective with a variety of institutions and students.

FURMAN RECEIVES QUILL GRANT

A $2800 grant to Furman from the Association of American College's Project QUILL (Quality in Liberal Learning) will be focused in part on faculty development. Furman's proposal for a "Humanist in the Working World" program, developed by Dr. Judy Gatlin, has three segments.

The central focus of the program is to increase faculty understanding of the relationship between liberal arts disciplines and specific careers. The grant provides funds to help develop seven summer, 1979, faculty internship positions, six to eight weeks in length, which would be open to faculty members in the departments of English, history, philosophy, religion, modern foreign languages, and the fine arts. An English professor, for example, might have an internship position as an editorial writer, an advertising copy writer, in public relations or public information. The internship would provide a real world work experience centering on a specific project assignment, but would also involve gaining an understanding of the company, interviewing both entry-level people and top management, and generally gaining a perception of the relationships of academic skills to success in the occupation.

The grant will cover expenses and faculty stipends for an orientation seminar in June, 1979, which we hope to have led by John Royston Coleman, former President of Haverford College, who has spoken at Furman in the past. At the conclusion of the summer internships there will be a reporting back session at which the summer interns will discuss with the faculty their experiences and impressions.

The final portion of the project will consist of a fall, 1979, convocation centered on "The Humanist in the Working World," which will involve members of the Alumni Association and a career advising focus in humanities classes coordinated by faculty interns and class visits by a number of young alumni who are using their major on the job. A faculty steering committee for the project will be appointed soon.

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Editor: G. Melvin Hipps, Coordinator of
Programs for Faculty Development

Furman University offers equal opportunity in its employment, admissions and educational activities in compliance with Title IX and other civil rights laws.

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LILLY STEERING COMMITTEE TO OFFER A SERIES OF SEMINARS AND WORKSHOPS

The members of the steering committee for the Lilly project have planned a series of seminars and workshops for the winter and spring terms. Hazel Harris is planning programs on three topics: "Ways of Individualizing Instruction," "Asking Questions," and "Uses of Media." Tony Arrington plans to explore two subjects: "Testing" and "Development of Reasoning - An Application of Piaget to College Teaching." "Non-verbal Communication" and "The Role of Affective Processes in Learning" are the titles of Frank Powell's presentations. Dick Maag is going to conduct a seminar entitled "Examining Learning Theories" and a seminar on "Making Outlines for Lectures." The seminar to be given by Jim Edwards is "Teaching from the Imagination: Self-Images of the Teacher"; his workshop will be one of the following: "Lecturing: Organization and Freedom," or "Lecturing: The Teacher As Actor," Melvin Hipps will conduct a workshop on "Leading Discussions." The dates and times for these programs will be announced at the beginning of the winter term. Although this series is designed primarily for new faculty members, all faculty are cordially invited and encouraged to attend.

GROWTH PLANS APPROVED BY MELLON PROJECT STEERING COMMITTEE

The steering committee for the Mellon project selected for full or substantial funding ten of the forty-one growth plans submitted by faculty in September. Those chosen were prepared by Gil Fairbanks (Biology), Jake Johnson (Economics and Business Administration), Doris Blazer (Education), Roy Lindahl (Classics), Barbara Heusel (English), Myron Kocher (Modern Foreign Languages), Ann Sharp (English), Maurice Cherry (Modern Foreign Languages), Elaine Nocks (Psychology), and Ray Roberts (Economics and Business Administration). These ten faculty members were asked to summarize their professional growth plans for the next two years. Their summaries follow:

The major aspects of my growth plan cover the development of new courses, the updating of existing courses and laboratory experiences, and the development of manuals and learning resource modules useful to biology majors and students interested in preparing for careers in health fields. Through released time I anticipate writing a manual for students interested in health career planning as well as developing some new approaches to laboratory studies in physiology courses which I teach.

By attending a National Institute of Occupational Safety and Health Program at the University of Cincinnati, I hope to be able to develop a departmental manual and learning resource modules dealing with laboratory safety. In addition I will develop a course in industrial hygiene as part of the departmental special topics course for students interested in this area where job opportunities are expanding. Because of student interest in the area of nutrition and the prerequisite of nutrition for admittance to veterinary school, I plan to spend some time at a medical center where I will study nutrition and prepare to teach such a course periodically as part of Biology 95 special topics.

–––Gil Fairbanks

Strengthening my knowledge, skill, and productivity as a teacher is the purpose for which I have designed projects under the Mellon grant. Included is a three-way thrust focusing the first year on increasing my computer skills along with other quantitative areas, and also increasing specialization in my major area of industrial relations.

Later, if possible, attempts will be included to broaden my knowledge outside my academic field as well as finding additional methods to articulate personal and institutional values to the student. Also included will be an investigation of ways to innovate, especially as related to experiential approaches to teaching business courses.

Specifically, projects included this first year are as follows: (a) study for and take the examination to qualify for Accredited Personnel Specialist; (b) attend a workshop in the quantitative area sponsored by the American Institute for Decision Sciences; and (c) take a course for college credit in computer science.

---Jake Johnson

One of the major goals of my growth plan concerns the implementation of the feasibility study for the self-pacing of languages, done under a Kellogg grant, to suit departmental needs, especially those of the marginal student. Another goal is to engage in some refresher activity to prepare to resume teaching Spanish after quite some years. Several other goals concern my effectiveness as departmental coordinator, the development of an extra-curricular language program (language clubs, language table, etc.), and increased professional activity away from the campus, e.g., presentation of papers at regional and state organizations. I have planned activities for the implementation of the self-paced program in French by attendance at a summer workshop and at a fall convention of the National Association of Self-Instructional Language Programs. To perfect some necessary Spanish skills, particularly oral, I plan to attend the Spanish School of Middlebury College during a summer session. Since receiving this grant, I have submitted a paper to the South Carolina French Literature Conference.

---Myron Kocher

I plan to increase my efforts to demonstrate scholarship in Golden Age Spanish literature, romance linguistics, and modern-language-teaching methodology—my primary areas of specialization. I should also like to increase my proficiency in written and spoken Italian to a level which would enable me to teach an introductory Italian course and to investigate Hispano-Italic literary relations of the Renaissance and Golden Age periods. In addition, I hope to direct a number of long-delayed departmental projects, including the revision of our Spanish placement test, the evaluation of advanced course offerings in Spanish, experimentation with self-paced instruction, and development of a Latin-American civilization course.

To achieve these objectives, I shall attend a number of workshops and conventions which deal specifically with my literary period and with issues in foreign-language teaching—pedagogical and technological innovations, curricular experiments, and problems of articulation between secondary-school and college language programs. During the next two summers I hope to participate in two intensive Italian programs—one in the U. S. at a reputable language institute, the other in Italy. In order to accomplish a number of the departmental activities, I shall request released time.

---Maurice Cherry

The major focus of my Mellon project will be upon improving the process of selecting, training, and facilitating the entry of young teachers into the educational profession. More specifically, I'd like to explore ways in which Furman might improve its teacher preparation program by: (1) developing a field-based approach to education to help prospective majors identify what teaching as a vocation really involves; (2) broadening existing major courses to help our students develop skill in instructing children with special needs; (3) helping prospective teachers move toward greater self-awareness, understanding of others, and informed commitment to teaching as predictors/enhancers of effectiveness within their classrooms; and (4) utilizing informal support groups for our first-year graduates who take teaching positions in this immediate area.

An additional part of my project is to cooperate with other departments in identifying vocational opportunities in churches and government and community agencies for students who wish to work with children and their families outside the public schools and to develop the needed preparatory programs. These goals will, of course, necessitate my participating in coursework, conferences, institutes, and other research and study experiences to broaden my theoretical background and increase my ability to design educational experiences emphasizing effective and behavioral changes rather than the more traditional content-oriented course I have been teaching.

---Doris Blazer

I plan to broaden my knowledge and appreciation of Greek culture from antiquity through the Middle Ages down to modern times. I hope to achieve this goal through extensive reading in archeology, Byzantine history and literature, modern Greek culture (including the acquisition of the ability to use modern Greek source materials), through participation in an archeological expedition to become familiar with the organization of an expedition and to acquire some skill in the interpretation of archeological data for the understanding of Greek culture, through participation in appropriate conferences and study and/or consultation at appropriate schools. Growing out of these activities will be a broader understanding of the sweep of Greek culture, more interesting and informative classes, and an adequate background for providing study/travel programs for the Furman community and others.

---Roy E. Lindahl, Jr.

So that I am qualified to teach courses other than English 11 and 12, I plan to complete a Ph.D. program at the University of South Carolina with a major in English Literature since 1660 and a minor in English Literature to 1660. The Ph.D. degree will also prepare me to teach Humanities and Comparative Literature courses. A more immediate objective is to gain specialized knowledge in the teaching of composition so that I may become a resource person for the Freshman English program. This objective, to learn recent methods of teaching composition to students with a diversity of needs, interests, and abilities, is consistent with the University and Departmental goal, to provide a sequence of GER courses appropriate to the needs of all students to communicate effectively both in speaking and writing.

During the 1979 fall orientation week, I will offer a workshop for the English department on the teaching of composition. During the 1980 fall orientation week, I hope, with the help of the department, to implement a workshop for the faculty on methods of evaluating the style and mechanics of written composition. In addition, I will examine methods for teaching composition skills to Humanities students.

---Barbara Heusel

The major thrust of my plan is to increase my knowledge and strengther my ability in the field of labor economics and the social responsibility of business. The plan also includes objectives and activities which will improve my teaching methods. The first growth objective in my plan is to update and expand my knowledge of my primary field of study at the doctorate level, labor economics. Since labor economics is a very broad field and deals with the human resource I feel that it is desirable to increase my knowledge in this field. Of the several activities related to this objective, the primary one is to study for a brief period at a major university.

Another of my objectives is to study in the area of social responsibility of multinational businesses. This would involve visiting multinational businesses, in the United States and Europe and the headquarters of the Organization for Economic Development (OECD) and the Common Market. Also, I plan to study what these businesses have done in selected less developed countries.

The third objective included in my proposal is to learn more about the Personalized System of Instruction and to use it in additional courses. I expect to visit other colleges where PSI is used to teach economics and to attend conferences sponsored by the Center for Personalized Instruction.

---Ray C. Roberts, Jr.

The main goal of my personal growth plan is to explore new professional directions within my field of social psychology. I will try to achieve expertise in one or more sub-areas. One of the areas which I will pursue is a female leadership training. This represents both a research and an applied aspect of social psychology and will, I hope, be of practical benefit to me, to my students, and to the university. In addition, I expect to devote time to the writing of a research methodology handbook and to exploring better teaching methods with the aid of selected colleagues.

———Elaine Nocks

The support from the Mellon Project will enable me to work toward two goals. My first objective is the completion of my dissertation on the dialect representation of Johnson Jones Hooper, author of the Simon Suggs stories, Southwest humor tales populated by lower-class whites of the 1850's. To follow up this study, I hope to do some field work in dialect collection, perhaps for one of the Linguistic Atlases, and also in Greenville County.

My second objective is to become more knowledgeable in the different theories of grammar which have developed from Noam Chomsky's work in transformational-generative grammar. The Linguistic Society of America sponsors a summer institute, with courses and workshops offered by the leading scholars in various linguistic studies. I plan to attend a summer institute after some preparatory reading in philosophy and language.

These activities should help me to become a better teacher of English language courses and to apply more successfully an understanding of English language structures to the teaching of composition and literature.

———Ann Sharp

FACULTY SELECTED FOR LIMITED SUPPORT BY MELLON PROJECT

In addition to the ten faculty whose growth plans will be fully or substantially funded by the Mellon project, fifteen other faculty who submitted growth plans have been invited to submit proposals for possible funding of one or more activities from their growth plans. Those faculty and projects selected are as follows: (1) Bob Kelly (Biology), summer study of entomology; (2) Lew Stratton (Biology), workshop on computer use in biological education; (3) Tony Arrington (Chemistry), study of the 6/16 computer and computer interfacing; (4) Rhett Bryson (Drama), master class in scenic design and acting class at the Herbert Burghoff Studio in New York; (5) Charles Alford (Economics and Business Administration), workshops for teachers of small business administration; (6) Jim Mahaffey (Education), study of competency-based teacher education; (7) Bing Somers (Education), workshops on children's literature; (8) A. V. Huff (History), research on Charleston volume; (9) Jim Leavell (History), study of Japanese language; (10) James Bell (Mathematics), preparation of a textbook; (11) David Parsell (Modern Foreign Languages), teaching and research in comparative literature; (12) Ramon Kyser (Music), workshops in vocal pedagogy and vocal interpretation; (12) Milburn Price (Music), seminars on choral methods and solo vocal literature; (13) Don Gordon (Political Science), seminar at the University of Michigan on the use of computer in social science analysis and survey statistics; (14) Jim Guth (Political Science), seminar at the University of Michigan on advanced statistical analysis; (14) Charles Brewer (Psychology), publication of a book on Watson; and (15) Edgar McKnight (Classics and Religion), seminars on linguistics, exegesis, and hermeneutics.

LILLY SERIES ON TEACHING TECHNIQUES

During fall term, the Lilly project steering committee sponsored a series of discussions on teaching techniques. These programs were based on a set of video tapes of classroom settings produced by Northwestern University. Jim Edwards led a discussion on lecturing; Hazel Harris led one on asking questions; and Frank Powell concluded the series with a program on helping students to clarify ideas.

CAUSE UPDATE

Lew Stratton, the director of the CAUSE project (Comprehensive Assistance to Undergraduate Science Education), has submitted the following information regarding the status of the project:
Most physical changes related to the National Science Foundation CAUSE project in the natural sciences and psychology have been completed, and the current emphasis during this second and final year of the project is on the academic incorporation of the materials and facilities into the curriculum. Final selection of equipment has been made in most cases, and educational material purchases are nearing the final stages. Students in 18 of 21 sections of math and 14 of 15 sections of biology are using the Learning Resources Center facilities in those departments. The exact degree and nature of the use varies from course to course and student to student within the various courses. In biology, students in zoology utilize the LRC to study the self-paced lab set-up there, while students in botany and other courses view slide-tape programs designed to enrich or expand on topics touched on in lecture. Students in biological techniques used the animal collection facilities of the LRC to learn how to prepare study skins for a collection and to view slide-tape programs on various lab techniques.

LILLY STEERING COMMITTEE SHARE THEIR READING PROGRAMS

During the summer and fall, the members of the Lilly project steering committee have been reading on the broad subjects of teaching and learning. Tony Arrington, Frank Powell, and Dick Maag prepared the following reports on some ideas about which they have been reading.

The paperback book, *Teaching Tips: A Guidebook for the Beginning College Teacher*, by Wilbert J. McKeachie, the Director of the University of Michigan Center for Research on Learning and Teaching, is adequately described by its title. In 28 short chapters, Dr. McKeachie offers in almost random order suggestions and information on a wide variety of topics and issues that a new college teacher faces. While the organization of the material and quality of writing are not outstanding, the author does refer to relevant research (if you believe in this sort of thing) and provides a limited bibliography.

Individual chapters include discussions on course preparation, lecturing, laboratory teaching, PSI and similar methods, testing, grading, counseling, and many other topics including a section on what to do when you are not prepared for class. (As a last resort admit you are not ready!) In Chapter 6 six roles of the teacher are presented: expert, formal authority, socializing agent, facilitator, ego ideal, and person. I think it would be helpful for a beginning teacher to consider to what extent he fills these different and sometimes opposing roles.

Teaching Tips would be a useful book for every teacher to have. It is by no means an authoritative source, but it will give the reader some ideas about various approaches to teaching and provide a starting point for thinking about the day-to-day problems of the teaching profession.

---Tony Arrington

Teaching effectiveness, is, to a large degree, a function of one's ability to communicate. Communications skills involve not only the giving and receiving of verbal information but also intentional and non-intentional physical movements on the part of the teacher and learner.

During the last 20 years a substantial body of knowledge on non-verbal communication has emerged. Much of the research is basic and seeks only to recognize and categorize these non-verbal modes of communication. As yet, little work has been done to apply what we know about non-verbal communication processes to the improvement of teaching.

I am reviewing a portion of the non-verbal communication literature so that I might better interpret and apply what is known, for the benefit of the new teacher. Here are a few of the questions I have:

1. Does eye contact or gesturing influence the amount of information conveyed in the classroom?
2. Is it possible to train an individual to more fully use non-verbal techniques of communication?
3. Can a teaching performance be "choreographed" to increase the information output to the student?
4. Is the study of a video tape replay of one's teaching valuable in the improvement of teaching?
5. Do physically fit, aroused, and enthusiastic teachers promote more learning in students because of well-developed non-verbal systems of communication?

———Frank Powell

I was once taught by a teacher who said "look for the question behind the question" with your students. This has been a motivating idea in choosing literature to read in connection with the Lilly project. A concern among teachers today is to learn how to use alternate teaching methods. It is an established fact that students learn in various manners and if a teacher is to be effective in the classroom he must find different ways of affecting students, different ways of presenting sequence. Perhaps the real question is, Why are alternate teaching methods necessary?

To investigate this question the writings of Jerome Bruner yield interesting information. Bruner is a learning psychologist who specializes on the learning process-perception, forming of concepts, and stages of learning. Bruner outlines three stages of learning in his book *Toward A Theory of Instruction.* The first stage of learning is called "enactive" where learning takes place through action. There are many activities for which there is no imagery and no words, and it would be difficult to teach anyone by the use of either words or diagrams and pictures. If you have ever tried to coach someone in skiing, or teach someone to ride a bicycle, you have been struck by the wordlessness of the teaching process.

There is a second stage in which learning depends upon visual or other sensory organization or other sensory organization and upon the use of summarizing images. This form of representation is referred to as "iconic". Bruner says, "Iconic representation is principally governed by principles of perceptual organization—techniques for filling in, completing, extrapolating. Enactive representation is based, it seems upon a learning of responses and forms of habituation."

The third stage of learning is one in which learning takes place through words or language. This stage is referred to as the "symbolic" because a student can deal with abstract ideas and concepts through language alone. In this stage of learning language becomes an instrument of thinking.

The Furman library contains a considerable number of books and articles by Jerome Bruner. Probably his best known book is *The Process of Education.* It is a relatively short book, only 92 pages, but perhaps one of the most important works on education in the twentieth century. It is an outgrowth of the Woods Hole Conference which was sponsored by the National Academy of Sciences. In this book he outlines how transitions are effected—from enactive learning to iconic, and from both of these to symbolic learning.

The import of these stages of learning to teaching at Furman is to realize that not all students have reached the third stage of symbolic learning. Not all students can comprehend abstract concepts through verbal use alone. Thus it is becoming increasingly necessary to structure learning in such a manner that leads a student to interpolate and extrapolate ideas with symbolic reasoning.

———Dick Maag

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Editor: G. Melvin Hipps, Coordinator of
Programs for Faculty Development

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FEBRUARY 1979
NUMBER 3

MENTOR PROGRAM IN LILLY PROJECT

One phase of the Lilly Endowment project to begin in the second year (June, 1979 - May, 1980) is the Mentor program, which will allow six experienced faculty and six new faculty (those in their first five years of college teaching) to collaborate on a project related to the improvement of teaching. Each faculty member selected to participate can be released from one course during the 1979-80 session. Each of the six teams of two faculty members interested in pursuing such a project must plan and submit to the steering committee a program of activities by May, 1979.

The guidelines for this program are as follows:

1. Each project must focus on activities clearly related to the process of teaching. While curriculum or course development may be a by-product of the project, no project will be considered which is solely directly toward development or revision of course content.
2. The two faculty members chosen for each of the six projects may be from the same department or from different departments. The steering committee encourages interdisciplinary projects because the members feel that the focus of these is more likely to be the process of teaching.
3. Anyone can take the initiative for proposing projects. An experienced faculty member may approach a new faculty member about doing a project. A new faculty member may approach an experienced one. A faculty member interested in a certain project may approach the steering committee for suggestions about another faculty with whom he or she might work.
4. The time spent on the project should be roughly equivalent to the time spent in preparing and teaching a course.
5. A faculty team may elect to work on their project during the summer and thus be paid the $1,200 each that would normally be paid for replacements during the regular session. However, if they choose this option, they must still commit themselves to devoting to the project during the regular session the equivalent time required by one course. The steering committee expects that most of the activities suggested will require participants to be engaged in teaching during the time of the project.
6. While it is desirable for each of the two faculty engaged in a project to be released from a course during the same term, this procedure is not obligatory.
7. Occasionally, the participants in this program will be asked to meet as a group with the steering committee to discuss the various projects.

For the benefit of those faculty who might be interested in an interdisciplinary project, the following faculty members are the ones who are in their first five years of college teaching and who will be members of the faculty in 1979-80:

Dr. Gilbert Allen
Dr. Gilles Einstein
Dr. Tappey Jones
Dr. Veronica Melton
Dr. Jim Mahaffey
Dr. Currie McArthur
Dr. David Roe
Ms. Judy Snider
Dr. Leslie Wheatley
Dr. Perry Woodside
Dr. Jerry Cox
Dr. Bing Somers
Dr. Michael Collins
Mr. John Beckford
Dr. Tom Cloer
Dr. Charles Hinderliter
Dr. Chris Milesis
Dr. Douglas Rall
Mr. Bruce Schoonmaker
Mr. Richard Steffen
Dr. Wayne Wheatley
Dr. Larry Trzupek
Dr. Noel Kane-Maguire
Mr. Joseph Biersteker
Dr. Paul Cook, II
Mr. Merle Krueger
Mr. John Roberts
Mr. Jim Slaughter
Dr. William Teska
Dr. Charles Wilson
Mrs. Elizabeth Taylor

Those interested in participating in this program should submit the following information to the steering committee for the Lilly project by May 1, 1979. Those chosen to participate will be notified by June 1, 1979.

1. Names of the two faculty members who are submitting this proposal.
2. Term during which released time will be requested by each faculty member.
3. Objectives of the project
4. Activities for the project (describe these in sufficient detail so as to show what the relationship of the two faculty members is to be and how much time each will devote to the project)
5. Ways by which project will be evaluated

Questions about this program may be directed to any member of the steering committee for the Lilly project: Tony Arrington, Dick Maag, Frank Powell, Hazel Harris, Jim Edwards, or Melvin Hipps.

INDIVIDUAL PROJECTS ON IMPROVEMENT OF TEACHING

One of the programs to begin in the second year of the Lilly project (June, 1979 - May, 1980) is a mini-grant program to support projects related to the improvement of teaching. Four projects will be supported during each of the last two years of the Lilly project.

The guidelines for this program are as follows:

1. Each project must be clearly directed toward the development of knowledge and skill in teaching and/or advising.
2. To be eligible to apply, a faculty member must be currently in his or her first, second, or third year of college teaching.
3. The amount available for each project is approximately $1,000.
4. Joint proposals from two or more faculty will be permitted, but the funds allocated for each project will still be approximately $1,000.
5. Funds may be requested for such things as professional travel, purchase of books and materials, personal stipend for study at another institution, consultants, attendance at conferences and workshops, etc. Funds for such items as student or secretarial assistance are available so long as this activity is specifically related to the development of teaching skill on part of the faculty member. If a faculty member requests funds for a consultant, he or she should explore ways of making the consultant available to other faculty and/or students.

Faculty members interested in participating in this project should submit the following information to the steering committee by May 1, 1979. Recipients of the mini-grants will be announced on June 1, 1979.

1. Name(s) of faculty member(s) submitting application
2. Objective or objectives of the project
3. Activities to be completed with approximate time during which each activity will be carried on
4. Ways of evaluating project
5. Budget (The budget must be as specific as possible. Estimates should be based on some investigation of possible cost of activities.)

Questions about this program may be directed to any member of the steering committee for the Lilly project: Tony Arrington, Jim Edwards, Hazel Harris, Dick Maag, Frank Powell, or Melvin Hipps.

COMPUTER WORKSHOPS

In response to requests from several faculty members, the Mellon project has planned a series of workshops and seminars on the use of the computer. The topics suggested by those who attended a planning meeting in December have been categorized as follows: (1) general topics related to the computer (suggested by those whose knowledge of computers is limited); (2) statistical operations requiring use of the computers; (3) modeling; and (4) programming.

On March 1 and 2, Jim Runde will repeat the workshop on SPSS (Statistical Packages for Social Sciences) which he did in December. The sessions will be held from 9:00 a.m. until 12:00 noon and from 1:30 p.m. until 4:00 p.m. on each of the two days.

During the first six weeks of the spring term, Ray Nanney will conduct a series of workshops on Tuesday and Thursday afternoons from 4:30 p.m. until 5:30 p.m. These sessions will deal with an introduction to computers.

During the last six weeks of the spring term, there will be a series of workshops on the statistical topics suggested by faculty members. We shall also bring in some consultants to deal with the subject of modeling in various fields.

In the summer, 1979, there will be a one-week workshop on programming. This workshop will be presented during the interim between the spring term and the first summer session. If there is sufficient demand, it will be repeated during the time between the second summer term and the fall term.

CRANTFORD TO SERVE AS MEDIA CONSULTANT

The Lilly steering committee has secured the services of Carey Crantford as a media consultant during the spring term. He will conduct workshops on the uses of various audio-visual equipment, and he will also be available for consultation with departments and with individual faculty members.

SPRING SERIES ON TEACHING

The steering committee for the Lilly project will continue the workshops and seminars on teaching during the spring term. Hazel Harris will present two programs, one entitled "Asking Questions" and the other entitled "Individualizing Instruction." Jim Edwards will lead a seminar called "Self-Images of Students." This will be a follow-up program to his session, "Self-Images of Teachers," which he conducted during the winter term.

Tony Arrington will conduct sessions on two subjects: "Testing" and "Development of Reasoning - An Application of Piaget to College Teaching." Frank Powell will make presentations on "Non-Verbal Communication" and "The Role of Affective Processes in Learning." Dick Maag will present a program on learning theories.

FACULTY INVITED TO TAKE OR AUDIT COMPUTER COURSES

Faculty members interested in learning more about computer operations are invited to take or audit computer science courses during the spring term. Computer Science 21 will be offered at 9:00 and 11:00 a.m. and at 1:00 p.m. Computer Science 95 (COBOL) will be given at 11:00. Anyone interested in these courses should contact Ray Nanney.

FURMAN RECEIVES GRANT FROM SHELL

The Shell Companies Foundation of Houston, Texas, has awarded a grant of $2,000 to Furman. This award will provide $500 for faculty projects in curriculum planning, $500 for faculty development, $500 for individual faculty development in the Geology Department, and $500 for scholarships to outstanding students in geology.

QUILL UPDATE

John Royston Coleman, former President of Haverford College and currently President of the Edna McConnell Clark Foundation, will begin activities of Furman's Project QUILL on May 3. The author of *Blue Collar Journal,* the report of his summer experiences working in a variety of occupations, Dr. Coleman, an economist, has previously visited Furman as a part of the Religion-in-Life program.

His May visit will include a luncheon with the seven faculty members who have agreed to participate in the Project QUILL grant: Professors Huff, McArthur, Aiesi, Edwards, Sorenson, Parsell and Blackwell. He will also speak to all interested faculty about the relationship between education and the world of work while he is on campus.

Plans have not yet been finalized for the summer faculty internships funded by QUILL, and a grant proposal to the National Endowment for the Humanities has been written seeking additional funds for faculty stipends as a part of the project. Final information about that grant proposal will not be available until mid-March.

Project Director Judy Gatlin attended a meeting of the Association of American Colleges in Washington on February 2 to discuss the program with directors from other institutions. The AAC has made grants to 25 of 250 institutions which have applied for funds to support interdisciplinary projects, continuing education and career related programs.

NEH SUMMER SEMINARS FOR COLLEGE TEACHERS

A copy of the brochure describing the 1979 summer seminars for college teachers is available in the Office for Faculty Development on the third floor of the Library.

NEW BOOKS AVAILABLE IN THE OFFICE FOR FACULTY DEVELOPMENT

Administrative Development in Higher Education
The Intentional Teacher: Controller, Manager, Helper
Learning by Experience - What, Why, How
Evaluating Program Effectiveness
Training Competent Staff
Reducing the Dropout Rate
Reassessing the Link Between Work and Education
Implementing New Education-Work Policies
Competency, Careers, and College
Evaluating Advancement Programs
Improving Institutional Communication

These and other books and periodicals may be borrowed by faculty members.

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MAY 1979
NUMBER 4

NEW PROJECT DIRECTORS NAMED

Dr. Edgar McKnight, professor of classics and religion, will head the Lilly project when Dr. Hipps leaves this summer. Dr. Philip Winstead, director of institutional planning and research, will assume responsibility for the Mellon project for development of mid-career faculty members. Both projects will run through May, 1981.

WORKSHOP ON COMPUTER PROGRAMMING

During the week of June 4-8, the Mellon project will sponsor a workshop on computer programming. Led by Ray Nanney, the sessions will be held daily from 9:00 a.m. until noon and from 1:30 p.m. until 5:00 p.m. Since there are only ten terminals available for this workshop, the number of participants will be limited to ten. Eight faculty members have already requested to participate. Anyone who would like one of the two remaining spaces should call Mrs. Bishop at 3075.

MENTOR-NOVICE PROJECTS ANNOUNCED

Twelve faculty members have been given released time from one course in order to work on mentor-novice projects during the 1979-1980 session. These activities are sponsored by the Lilly project. Six experienced faculty and six relatively new faculty will participate in this program. The purpose of these projects is to allow two professors to visit each other's classes; to discuss course outlines, assignments, and tests; and to give each other suggestions for improvement. The six teams are as follows: Bill Teska and John Snyder (Biology), Beth Taylor and Mike Collins (Health and Physical Education), John Beckford (Music) and Carey Crantford (Modern Foreign Languages), Judy Snider (Drama) and Bing Somers (Education), Bruce Schoonmaker (Music) and Albert Blackwell (Religion), and Marty Cook (Mathematics) and Jim Smart (History).

LILLY MINI-GRANTS APPROVED

Five faculty members have been awarded mini-grants for projects designed to enhance their skills as teachers. Gilbert Allen (English) will attend the Bread Loaf Writers' Conference in Middlebury, Vermont, in order to learn more about writing and the teaching of writing, to learn how to advise *The Echo;* to learn more about the publishing of prose fiction; and to make contacts for the "Writers at Furman" program. Judy Snider (Drama) will participate in the American Theatre Association Convention and Workshops to learn more about children's theatre, about directing, and about advising drama students about career development in drama. She will also spend some time observing several children's theatre companies during their rehearsals and technical work. Jerry Cox (Modern Foreign Languages) plans to engage in several activities designed to assist him in learning more about computer-assisted instruction in languages and to produce materials for use in a

CAI program. Jim Mahaffey (Education) will engage in summer study at the University of Georgia and will attend a Curriculum Study Institute on the Gifted and Talented. These activities will assist him in improving his ability to work with teachers of gifted and talented students. Veronica Melton (Health and Physical Education) plans to work with Dr. Terry Ward at the University of Illinois to gain additional skill in presenting concepts in biomechanics.

These projects will be carried out during the 1979-1980 session. Additional mini-grants will be awarded for 1980-1981.

FACULTY RECEIVE SHELL GRANTS

Two curriculum development projects have been funded by a grant from the Shell Companies Foundation. David Smith (Religion) has received support to develop a course in religions of Africa. Hazel Harris, Bing Somers, and Gary Harris (Education) have had a project funded which will allow them to develop modules for a team-taught course which will combine certain elements of the elementary and secondary methods courses.

NEH GRANT

Furman has received a grant from the National Endowment for the Humanities to support a summer internship program for faculty in the humanities. The proposal for this grant grew out of a planning grant from Project QUILL sponsored by the Association of American Colleges. Five of the seven interns have been chosen. A. V. Huff (History) will work on a project for the South Carolina Historical Society, Duncan McArthur (English) has a position in the Corporate Communications office at Springs Mills and Olof Sorensen will work at the Greenville County Art Museum. David Parsell will be employed at the South Carolina Educational Television Studios and Don Aiesi will work with Solicitor Billy Wilkins in the Solicitor's office. Both the QUILL proposal and the NEH proposal were prepared by Judith Gatlin, director of career programs at Furman.

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DECEMBER 1979
NUMBER 5

KNIGHT AND LEAVELL JOIN STEERING COMMITTEES

Dr. Lon B. Knight, Jr., Associate Professor of Chemistry, has been named to the steering committee for the mid-career faculty development project. He replaces Dr. Noel Kane-Maguire of the Chemistry Department who is on sabbatical leave for the 1979-80 academic year. Other members of the steering committee are Frank Bonner, Rhett Bryson, John Crabtree, Jim Edwards, Dick Maag, Edgar McKnight, Elaine Nocks, Ray Roberts, John Snyder, and Phil Winstead (Chairman). Max Smith, Director of Development, continues to serve as resource person for the committee.

Dr. James B. Leavell, Assistant Professor of History, has joined the steering committee for the new faculty development project. Members of the Lilly steering committee are responsible for evaluating applications for mini-grants and mentor-novice projects, directing a series of workshops and seminars on problems of teaching and learning, and equipping themselves to serve as continuing in-house consultants on teaching and learning. Other members of the steering committee are Tony Arrington, Dick Maag, Frank Powell, Hazel Harris, and Jim Edwards.

PROPOSAL WRITING WORKSHOP SCHEDULED

Ms. Julia M. Jacobsen, Co-Director, Association for Affiliated College and University Offices, Washington, D. C. and Dr. Max G. Smith, Director of Development, Furman University, will lead a workshop at Furman on February 6, 1980, on proposal writing. Sponsored by the Mellon project, Dr. Smith will cover the technical aspects of preparing proposals requesting external financial support, while Ms. Jacobsen will discuss the grant procurement process as it relates to both private foundations and government agencies. All faculty are invited to attend.

HILDA F. OWENS TO SPEAK ON LEGAL ISSUES IN HIGHER EDUCATION

Dr. Hilda F. Owens, Associate Professor of Higher Education, University of South Carolina, will speak and lead discussions at Furman on February 11, 1980, on legal issues in higher education. Sponsored by the Mellon project she will lead discussions on the topic at a meeting of academic department chairmen and at a meeting of faculty members who serve as academic advisers. She will address the full faculty at their regular monthly meeting.

COMPUTER WORKSHOPS

In response to requests from several faculty members, the Mellon project will continue the highly successful series of workshops and seminars conducted last year on the use of the computer. Dr. Ray Nanney, Professor of Computer Science and Chairman of the Computer Science Department, will lead the sessions. The topics presented will be determined by the expressed needs of the participants. Topics will range from general orientations to the computer and its uses to workshops on computer programming for those who desire to progress that far. If you have an interest in participating in these seminars and have not already done so, please get in touch with Dr. Nanney or Phil Winstead, Director of the Mellon Project.

MENTOR PROGRAM IN LILLY PROJECT

The mentor-novice program of the Lilly project, will allow six experienced faculty and six new faculty (those in their first five years of college teaching) to collaborate on a project related to the improvement of teaching. Each faculty member selected to participate can be released from one course during the 1980-81 session.

The guidelines for this program are as follows:

1. Each project must focus on activities clearly related to the process of teaching. While curriculum or course development may be a by-product of the project, no project will be considered which is solely directed toward development or revision of course content.
2. The two faculty members chosen for each of the six projects may be from the same department or from different departments. The steering committee encourages interdisciplinary projects because the members feel that the focus of these is more likely to be the process of teaching.
3. Anyone can take the initiative for proposing projects. An experienced faculty member may approach a new faculty member about doing a project. A new faculty member may approach an experienced one. A faculty member interested in a certain project may approach the steering committee for suggestions about another faculty member with whom he or she might work.
4. The time spent on the project should be roughly equivalent to the time spent in preparing and teaching a course.
5. A faculty team may elect to work on their project during the summer and thus be paid the stipend that would normally be paid for replacements during the regular session. However, if they choose this option, they must still commit themselves to devoting to the project during the regular session the equivalent time required by one course. The steering committee expects that most of the activities suggested will require participants to be engaged in teaching during the time of the project.
6. While it is desirable for each of the two faculty engaged in a project to be released from a course during the same term, this procedure is not obligatory.
7. Occasionally, the participants in this program will be asked to meet as a group with the steering committee to discuss the various projects.

Those interested in participating in this program should submit the following information to the steering committee for the Lilly project by April 11, 1980. Those chosen to participate will be notified by April 15, 1980.

1. Names of the two faculty members who are submitting this proposal
2. Term during which released time will be requested by each faculty member
3. Objectives of the project
4. Activities for the project (describe these in sufficient detail so as to show what the relationship of the two faculty members is to be and how much time each will devote to the project)
5. Ways by which project will be evaluated.

Questions about this program may be directed to any member of the steering committee for the Lilly project: Tony Arrington, Dick Maag, Frank Powell, Hazel Harris, Jim Edwards, Jim Leavell, or Edgar McKnight.

INDI IDUAL PROJECTS ON IMPROVEMENT OF TEACHING

The program of mini-grants to support projects related to the improvement of teaching and advising will continue in the third year of the Lilly project. At least five projects will be supported for the period June, 1980 through May, 1981.

The guidelines for the program are as follows:

1. Each project must be clearly directed toward the development of knowledge and skill in teaching and/or advising.
2. To be eligible to apply, a faculty member must be currently in his or her first, second, or third year of college teaching.
3. The amount available for each project is approximately $1,000.
4. Joint proposals from two or more faculty will be permitted, but the funds allotted for each project will still be approximately $1,000.

5. Funds may be requested for such things as professional travel, purchase of books and materials, personal stipend for study at another institution, consultants, attendance at conferences and workshops, etc. Funds for such items as student or secretarial assistance are available so long as this activity is specifically related to the development of teaching skill on the part of the faculty member. If a faculty member requests funds for a consultant, he or she should explore ways of making the consultant available to other faculty and/or students.

Faculty members interested in participating in this project should submit the following information to the steering committee by April 1, 1980. Recipients of the mini-grants will be announced by April 15, 1980.

1. Name(s) of faculty member(s) submitting application
2. Objective or objectives of the project
3. Activities to be completed with approximate time during which each activity will be carried on.
4. Ways of evaluating the project
5. Budget (The budget must be as specific as possible. Estimates should be based on some investigation of possible costs of activities.)

Questions about this program may be directed to any member of the steering committee for the Lilly project: Tony Arrington, Jim Edwards, Hazel Harris, Jim Leavell, Dick Maag, Frank Powell or Edgar McKnight.

LILLY STEERING COMMITTEE TO OFFER A SERIES OF WORKSHOPS

The members of the steering committee for the Lilly project have planned a series of workshops for the winter and spring terms. During the winter term, Frank Powell will conduct workshops on the topic: "Students Learn Better from Teachers They Like or Hate," and Dick Maag will conduct a workshop entitled: "Examining Learning Theories."

Jim Edwards, Tony Arrington, Hazel Harris and Jim Leavell are planning programs for the spring term. Edwards' workshops are entitled: "Teaching from the Imagination: Self-Images of the Teacher" and "Learning from the Imagination: Self-Images of the Student." Arrington plans to explore the subject "Development of Reasoning -- An Application of Piaget to College Teaching." The initial session on Piaget will be designed for faculty members who did not participate in the workshop last year, but a later session will be designed for all faculty members who have taken part in the introductory workshops. Harris is planning workshops on the topics: "Evaluation" and "Asking Questions."

JANUARY SEMINAR ON SCHOLARLY ACTIVITIES

On Tuesday evening, January 29, the Lilly project will sponsor a seminar on "Publish-or-Perish or Teach-and-be-Tenured." The question to be treated in the seminar is the role of scholarly and professional activities in the development and evaluation of faculty members at Furman.

The seminar disucssion before supper will deal with the place of scholarly research and activities by faculty and the multi-dimensioned, demanding job of college professors. What are the expectations of the administration in the area of professional activities? Does such activity have a bearing on tenure, promotion, and salary decisions? Can a Furman faculty member be both a good teacher and an active scholar?

After supper the seminar will focus on ways and means of supporting professional activity at Furman. Members of the administration and chairmen of committees having to do with professional development and status will participate in the seminar.

SECOND-YEAR ACTIVITIES APPROVED FOR MELLON PARTICIPANTS

The steering committee for the Mellon project has approved budgets and activities for the ten faculty members selected last year for full or substantial support by the project. Their approved activities will be completed during the 1980 calendar year. Faculty members participating are Gil Fairbanks (Biology), Jake Johnson (Economics and Business Administration), Doris Blazer (Education), Roy Lindahl (Classical Languages), Barbara Heusel (English), Myron Kocher (Modern Foreign Languages), Ann Sharp (English), Maurice Cherry (Modern Foreign Languages), Elaine Nocks (Psychology), and Ray Roberts (Economics and Business Administration).

RESEARCH AND PROFESSIONAL GROWTH PROJECTS

The faculty committee on research and professional growth recommended and the Dean approved financial support to assist seven faculty members in various projects. Ronald Barden (Economics and Business Administration) will attend an American Institute of Certified Public Accountants' seminar entitled "Hands-On Auditing of Small Business Computers." Albert Blackwell (Religion) was awarded funds to help finance publication of his manuscript, Determinism, Freedom, and Phantasy: Schleiermacher's Early Philosophy of Life. The book will be in the Harvard Theological Studies series. Alan Bonny (Chemistry) will carry out a research program which involves extensive use of multinuclear Nuclear Magnetic Resonance Spectroscopy. The grant to Tom Buford (Philosophy) will help him prepare for publication his manuscript on Philosophy for Adults. A. V. Huff (History) will study the 1860-1877 correspondence of the British Consuls in Charleston which is located in the British Public Record Office in London. This is part of a research project for a book-length study of Life in Charleston during the Civil War and Reconstruction. The support received by Ruby Morgan (Music) will enable her to study several piano works in Vienna with Paul Badura-Skoda, an authority on the works of the Viennese classical composers. Charlotte Smith (Music) will prepare a new transcription into modern notation of the Penitential Psalms of David by Ronald de Lassus.

FURMAN'S NEH SUMMER INTERNSHIP PROGRAM

Judy Gatlin has informed us that a dissemination conference has been tentatively scheduled during the last week in February on Furman's National Endowment for the Humanities summer internship program. That conference is planned to include approximately 35 deans of liberal arts colleges and will focus on faculty linkages between universities and the nonacademic world. Funds for the conference are provided by our NEH grant; Joseph Duffey, chairman of the National Endowment, has indicated tentative acceptance as the keynote speaker. Ten liberal arts colleges have already requested that they be invited to the day-long program.

Fifteen Furman faculty members have indicated interest in a possible internship for summer, 1980, and plans are underway to approach businesses, industry and public agencies to fund faculty stipends for a continuing program. Faculty members may be interested to learn that the Woodrow Wilson Foundation is currently developing a funding proposal for a national summer internship program; Furman's experience has been discussed with their project officer.

CAUSE REPORT

Lew Stratton, the Director of the CAUSE Project (Comprehensive Assistance to Undergraduate Science Education), has submitted the following information regarding the project:

All major aspects of the NSF/CAUSE Project have been completed. The Biology, Math and Computer Science Departments have Learning Resource Centers in operation and have expanded their capabilities for handling the educational needs of students in a more individualized fashion. The Chemistry, Geology, Physics and Psychology departments have also made various changes in educational approaches, equipment and learning modes available to students in an attempt to improve teaching and learning. During the summer of 1978 a total of 28 faculty from the CAUSE Departments and five from other areas of the University participated in CAUSE sponsored workshop activities and 37% of them actually completed production of a teaching resource such as slide tape programs designed for their particular use. In 1979 a smaller number (15) of CAUSE faculty participated in in-depth media preparation workshops and most have already completed production of these materials designed specifically for their needs.

In summary, significant strides were made in physical facilities such as learning centers, media equipment (projectors, computer terminals, audioviewers, etc.) and software and, therefore, this phase is complete. Incorporation of these methods and materials into the educational program is going well but should be considered as a healthy, investigative, on-going change rather than a completed project.

LECTURING WORKSHOPS AND SEMINAR

Jim Edwards, Hazel Harris, and Dick Maag collaborated on workshops and a seminar on lecturing during the fall term. Edwards used video-tapes depicting various lecturing techniques as the basis for his workshops. The video-tapes were produced by the Center for the Teaching Professions at Northwestern University and showed the opening minutes of lecture classes by non-Furman professors in history, psychology, calculus and sociology. The seminar coordinated by Harris and Maag followed up on the workshops and featured video-tapes of Furman professors using a variety of lecturing styles.

MEDIA WORKSHOPS

The four media workshops presented in November were planned by Dr. Carey S. Crantford, media consultant for the Mellon and Lilly projects. On November 6, Hazel Harris and C. M. Cherry directed a workshop on "Transparency Projection: Over-head Projection." Doug MacDonald and Jim Pitts gave the November 13 workshop on "Imaginative Uses of Tape Recordings: Sound-Design in Teaching." The November 20 workshop on "Classroom Television" was presented by Gerda McCahan and Frank Powell. A guest consultant, Don B. Cely of WFBC Television, assisted in the November 27 workshop on "Photography and the Classroom and Copying by Close-Up Photography."

EXTERNAL EVALUATOR VISITS CAMPUS

Dr. Jerry Gaff, external evaluator for both the Lilly Project (The Scholar as Teacher: The Development of the New Faculty Member) and the Mellon Project (The Development of Mid-Career Faculty: A Systematic Approach) visited Furman on July 10-11, 1979. As a part of the formative evaluation phase of the evaluation designs for the two projects, he talked with faculty project participants and faculty non-project participants as well as administrators involved in the programs. His post-visit report dealt with current progress of the projects, faculty acceptance of the projects, and suggestions for achieving optimum project results. This evaluation visit was the second made to Furman by Dr. Gaff.

MELLON PROJECT SPONSORS WORKSHOP ON MENTORING

On September 10, the Mellon project sponsored a workshop on teachers as mentors. Faculty members attended who are serving on the development teams (triads) for Mellon participants who are pursuing project-approved growth plans and those who are a part of Lilly project mentor-novice relationships. In the first general session Gerda McCahan, Professor of Psychology at Furman, spoke on "The Helping Relationship." Dr. Harold L. Hodgkinson, President of the National Training Laboratories (NTL) Institute, followed with a presentation entitled, "Faculty Members as Mentors." After lunch Dr. R. Judson Carlberg, Dean of the Faculty, Gordon College, described the faculty triad program at his institution. Following these three presentations the Furman faculty development teams (triads) and the mentor-novice teams met individually to discuss the applicability of the material presented to their situations. The workshop closed with a general discussion and talk-back session with the presenters.

ROY LINDAHL PARTICIPATES IN GREEK ARCHAEOLOGICAL DIG

As a part of his participation in the Mellon project, Dr. Roy E. Lindahl, Professor of Classical Languages, worked during the summer at the archaeological site of Halieis in Greece. He reports that he gained experience that will enable him to "interpret more effectively certain aspects of Greek culture," such as architectural history, development of pottery and pottery decoration, and city planning. Also during the summer as a part of his Mellon project, Dr. Lindahl participated in the Institute of Balkan Studies Summer School and toured the Ionian Islands visiting sites and museums relating both to ancient and modern Greece.

This newsletter is partially supported by grants from the Andrew W. Mellon Foundation and the Lilly Endowment, Inc.

Editors: Edgar V. McKnight, Director of Lilly Project
Philip C. Winstead, Director of Mellon Project

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MARCH 1980
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APRIL 1 DEADLINE FOR LILLY APPLICATIONS

Applications for Lilly mini-grants and for participation in the mentor-novice program must be submitted to the Lilly steering committee by April 1. Successful applicants will be notified by April 15.

At least five projects related to the improvement of teaching and advising will be supported for the period June, 1980 through May, 1981. The amount available for each project (individual or joint) is approximately $1,000. To be eligible, a faculty member must be in his or her first three years of college teaching.

The mentor-novice program allows six faculty members in their first five years of teaching to work with six more experienced faculty members. Each project of the six mentor-novice teams must focus on activities clearly related to the process of teaching. Faculty members chosen will either be released from one course during the 1980-81 session or given a stipend for work on the project during the summer.

Further information may be obtained from members of the Lilly steering committee. Completed applications should be sent to Edgar McKnight, Director of the Lilly Project.

EVALUATION AND TESTING SEMINAR SCHEDULED

Dr. Charles Brewer, Professor of Psychology and Chairman of the Furman University Psychology Department, and Dr. Ohmer Milton, Professor of Psychology and Director of the University of Tennessee Learning Research Center, will lead a seminar at Furman on April 2, 1980, on evaluation and testing. Sponsored by the Mellon project, Dr. Milton will discuss these topics from the general perspective of one who has had extensive research and practical experience. Dr. Brewer will relate these matters more specifically to the Furman context. All faculty are invited to attend.

WRITING WORKSHOP SCHEDULED

On April 24, 1980, the Mellon Project will sponsor a workshop designed to help faculty members help students to improve their writing. Members of the Furman University English Department and Furman faculty representing other academic disciplines will lead the workshop. Topics covered will include philosophy of writing, types of writing, and elements of good writing. All faculty are invited to attend.

WORKSHOPS ON DEVELOPMENT OF REASONING

In workshops on May 1 and May 8, Tony Arrington will explore some aspects of teaching related to cognitive development of students. The workshops result from the interest of a number of college teachers in the extension of the ideas of Jean Piaget to a consideration of the problem solving skills of college students. The workshops will deal with such questions as "How Do Students Think?" and "How Can We Help Students to Begin to Think More Effectively and Creatively?" The first session will be held 3:00-5:00 P.M., May 1, in C-135 and will be a repeat of last year's workshop. It is designed as an introduction to some of the work in the field, and participants will solve puzzles and even get to play with dice. The session of May 8 is designed for all who participated last year as well as those who participate in the May 1 session. This second session will develop the concept of the learning cycle and deal with implementation of some session one principles in the classroom.

Piaget has said, "What is desired is that the teacher cease being a lecturer, satisfied with transmitting ready made solutions; his role should rather be that of a mentor stimulating initiative and research." The two workshops are intended to help Furman faculty fill the mentor role more effectively.

SEMINAR ON DISCUSSION TECHNIQUE

On Tuesday evening, April 29, Hazel Harris and Dick Maag will conduct a seminar on leading discussions which will parallel the earlier seminar on lecturing. The seminar is designed to illustrate the discussion technique in the investigation of certain aspects of the technique: the nature of material for which the discussion technique is appropriate, the role of the leader and participants in discussion, and the dynamics of the discussion process.

SEMINAR ON INSTITUTIONAL VALUES

Jim Leavell will conduct a seminar on "The Implications of Institutional Values in the Curriculum and in the Advising Program" on Thursday evening, May 15. The seminar will explore two value-laden aspects of Furman's identity– the institutional commitments to liberal arts and to Christian education. How are these commitments defined at Furman? What are the implication of these definitions for the individual classroom teacher as well as for the faculty as a group?

EXTERNAL EVALUATOR TO VISIT CAMPUS

Dr. Jerry Gaff, external evaluator for both the Lilly project (The Scholar as Teacher: The Development of the New Faculty Member) and the Mellon project (The Development of Mid-Career Faculty: A Systematic Approach) will visit Furman on March 19-20, 1980. As a part of the formative evaluation phase of the two projects he will examine specifically progress being made toward the development of a plan for continuation at Furman of the current faculty development efforts. This evaluation visit will be the third made to Furman by Dr. Gaff.

COMPUTER WORKSHOPS TO CONTINUE

The Mellon project will continue the series of workshops on the use of the computer. Dr. Ray Nanney, Professor of Computer Science and Chairman of the Computer Science Department, will lead intensive sessions this summer on computer programming for those faculty members who have completed the general orientation workshops. In addition, Dr. Nanney will work individually with participating faculty members who wish to pursue special computer related topics. Interested faculty should contact Dr. Nanney or Philip Winstead, Director of the Mellon project.

HARRIS REPRESENTS FURMAN AT MEETING OF CONSORTIUM OF FACULTY DEVELOPMENT CENTERS

Hazel Harris represented Furman at a meeting of the consortium of the Southern Regional Faculty and Instructional Development Centers in Gulfport, Mississippi, February 25-27, 1980. A representative of each of the eleven centers reported on its faculty and instructional development activities.

Dr. Harris reported on the services made possible by Furman's Mellon and Lilly grants and discovered that the majority of the centers offer services similar to those at Furman. However, Dr. Harris indicates that a service offered at Murray State University seems to be rather unique. This service is the identification of an instructor's teaching strengths and areas of possible improvement by means of a "Teaching Skills Profile." The formulation of the profile begins with a 30 to 60 minute interview in which focus is directed to a specific class situation within which teaching performance is examined. During the meeting, however, the consultant and the faculty member discuss any number of issues related to teaching, such as teaching styles and preferences, student enrollment, grading and examination plans, philosophy of teaching and learning, and perceived instructional concerns. Following the interview, the consultant collects additonal information from such sources as classroom observing, videotaping, student questionnaire, faculty self-assessment, and course materials.

After the interview and the collection of additional information, the faculty member reviews the results and confers with the consultant to gain a better picture of his strengths and areas in which improvement is possible. The initial interview, collection of information, and review meeting are usually completed within two weeks.

McKNIGHT AND WINSTEAD ATTEND FACULTY DEVELOPMENT CONFERENCE

On February 27-29, 1980, Dr. Edgar McKnight, Director of the Lilly project, and Dr. Philip Winstead, Director of the Mellon project, attended the Annual Conference on Faculty Development and Evaluation in Higher Education sponsored by the Institute of Higher Education of the University of Florida. Held in Orlando, Florida, Dr. McKnight and Dr. Winstead participated in sessions dealing with topics on important issues for effective faculty development, evaluating faculty development programs, growth contracts, faculty development assumptions, and improving the quality of faculty development and evaluation.

KELLOGG NATIONAL DISSEMINATION PROJECT

The W. K. Kellogg Foundation has made a joint grant to Furman University, the University of Akron, and Wichita State University to disseminate the results of recently completed planned change/faculty development projects which they supported at these three institutions. The Furman project entitled, "Faculty Development in Academic Planning" was designed to improve the planning skills of faculty as they engaged in planning for new courses, revising existing courses, or developing new instructional strategies. The University of Akron's project concerned team leadership development while Wichita State's program was in leadership and management training. The national dissemination project is designed for a wide range of public and private colleges and universities that sense a need for institutional renewal through planned change. The three universities will share their experiences by: (1) Involving participants in a national conference at the University of Akron (July 28 - 30, 1980); (2) Developing a monograph describing the projects at the three universities and their useful applications to other colleges and universities; (3) Providing internships at the three universities; and (4) Providing consultants from the three universities to interested colleges and universities. President John Johns, Philip Winstead, and former Director of Faculty Development Programs Melvin Hipps are participating in the grant activities for Furman.

RAY ROBERTS VISITS MULTINATIONAL CORPORATIONS

As a part of his participation in the Mellon project, Ray Roberts, Professor of Economics, traveled in early January to England, Belgium, and France in order to interview executives of multinational firms based in Europe. The purpose of the interviews was to discover their views on the social responsibility of business. He interviewed representatives of five English, two Belgian and three French firms. He also had meetings with representatives of the European Commission in Brussels (the European Common Market) and the Organization for Economic Cooperation and Development in Paris. He sums up his interviews by commenting: "The English seem to come close to taking a broad view of social responsibility. The Belgians are less inclusive and the French, well, the French are different." In each case he found a strong feeling that the employer has a responsibility to keep the worker employed. Also, the labor unions and governments play an important part in the making of business decisions.

FACULTY DEVELOPMENT PROJECTS FOR THE SPRING TERM

March 13	5:00 - 8:00 P.M. C-135. Lilly Seminar on Team Teaching, Interdisciplinary Courses, and Other Curricular Innovations. Directed by Jim Edwards and Jim Leavell.
March 19, 20	Evaluation Visit of Dr. Jerry G. Gaff, Project Director of Project on General Education Models, Washington, D.C.
March 20	3:00 - 4:00 P.M. C-135. Workshop on "Teaching and Learning from the Imagination: Self-Images of the Teacher and the Student." Conducted by Jim Edwards.
April 2	3:30 - 8:30 P.M. C-135. Mellon Seminar on "Testing and Evaluation." Conducted by Charles L. Brewer and Ohmer Milton.
April 24	3:30 - 8:30 P.M. C-135. Mellon Seminar on "Helping Faculty Members Help Students Improve Their Writing." Conducted by English Department with faculty from other departments.
April 29	3:00 - 5:00 P.M. C-203. Lilly Seminar on "Leading Discussions." Directed by Hazel Harris and Dick Maag.
May 1	3:00 - 5:00 P.M. C-135. Workshop on "Development of Reasoning—An Application of Piaget to College Teaching." (For those who did not participate last year.) Conducted by Tony Arrington.
May 8	3:00 - 5:00 P.M. C-135. Continuation of Workshop on "Development of Reasoning—An application of Piaget to College Teaching." (For all who participated last year and in workshop of May 1 this year.) Conducted by Tony Arrington.
May 15	5:00 - 8:00 P.M. Lilly Seminar on "Implications of Institutional Values in the Curriculum and in the Advising Program." Directed by Jim Leavell.

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COMPUTER PROGRAMMING WORKSHOP SCHEDULED

Dr. T. Ray Nanney, Professor of Computer Science and Chairman of the Computer Science Department, will conduct an intensive computer programming workshop June 2-6, 1980, for those faculty members who completed the Mellon project sponsored general orientation computer workshops. The all-day sessions will be held in the Science Building. In addition, Dr. Nanney will be available this summer to work individually with participating faculty members who wish to pursue special computer-related topics.

HODGKINSON TO SPEAK ON MANAGING ONESELF

Dr. Harold L. Hodgkinson, President, National Training Laboratory (NTL) Institute, Arlington, Virginia, will be on campus September 8, 1980, to speak and lead a discussion on the topic, "The Professor Managing Himself." Sponsored by the Mellon and Lilly faculty development projects, Dr. Hodgkinson will meet with faculty participants in these two programs along with members of the Mellon and Lilly Steering Committees. He will discuss ways faculty members can more effectively deal with the variety of tasks they find themselves engaged in during a normal academic year.

MENTOR PROJECTS ANNOUNCED

Ten faculty members have been given released time from one course (or summer stipends) in order to work on projects during the 1980-81 session. These activities are sponsored by the Lilly project. Five experienced faculty and five relatively new faculty will participate in this program. The purpose of these projects is to allow two professors to visit each other's classes; to discuss course outlines, assignments, and tests; and to give each other suggestions for improvement. The five teams are as follows: Ray Nanney and Hayden Porter (Computer Science), Eugene Johnson and Alan Hill (Sociology), Frank Powell (Health and Physical Education) and Myron Nack (Computer Science), Frank Taylor (Physics) and Veronica Melton (Health and Physical Education), and Jim Leavell (History) and Bill Yoder (Philosophy).

LILLY MINI-GRANTS APPROVED

Six faculty members have been awarded mini-grants for projects designed to enhance their skills as teachers. Alan Bonny (Chemistry) will develop sophisticated laboratory-type demonstrations which can be carried out in the classroom or which can be videotaped and shown later during classroom discussions. Nelly Hecker (Education) will carry out activities designed to equip her more adequately for her work as coordinator of the field experience program of Furman's Education Department. William Ranson (Geology) will attend a short course on the pyroxene mineral group (the knowledge of which has greatly expanded in recent years) and integrate new pyroxene mineral specimens in the Geology Department's mineral collection. Elizabeth Taylor (Health and Physical Education) will participate in the American College of Sports Medicine Exercise Specialist Workshop and Certification Program. David Turner (Physics) will develop computer assisted instruction for introductory physics and also develop software to support the new nuclear physics lab. Robert MacMillan (Education) will carry out activities designed to help him improve his skills in administering and teaching non traditional off-campus courses for teachers in the public schools.

ADDITIONAL FACULTY SELECTED FOR SUPPORT BY MELLON PROJECT

The steering committee for the Mellon project in March approved professional development activities for eight additional Furman faculty members. These selections bring to thirty-five the number of faculty members who submitted growth plans to the steering committee and have had one or more activities from their proposals supported. The new participants and their projects are as follows: (1) Carey S. Crantford (Modern Languages), develop a second-level course in Hebrew and a beginner course in Arabic; (2) Edward B. Jones (History), study and research on China history; (3) Rex E. Kerstetter (Biology), develop a course in tropical marine ecology; (4) Lon B. Knight (Chemistry), study of solid state gasses; (5) David A. Smith (Religion), study relating to African traditional religions and Islam; (6) Richard A. Stanford (Economics and Business Administration), develop a course in applied economics and agricultural economics; (7) Ernest J. Walters (Political Science), research dealing with Fabian Socialism; and (8) Norman E. Whisnant (Modern Languages), study of the German middle-Franconian dialect.

SUMMER RESEARCH PROJECTS

Fifteen faculty members will carry out research projects and activities related to professional growth this summer under the auspices of Furman's Research and Professional Growth Committee.

Tony Arrington and Alan Bonny of the Chemistry Department will be involved in activities: Arrington's project will involve matrix isolation studies of atomic oxygen reactions and Bonny will attend the Gordon Conference on "Organometallic Compounds in Energy-related Areas."

Four members of the Mathematics Department plan to attend workshops: Don Clanton, Marty Cook, and Mike Hammett will be attending workshops at Salisbury State College, Salisbury, Maryland on "Linear Algebra and Its Applications" and "Structured Programming in PASCAL." Bob Fray will attend a conference dealing with mathematical models in the biomedical sciences to be held at Indiana University.

Nelly Hecker and Bing Somers of the Education Department will carry out research projects. Hecker will conduct research on the use of the space test (an informal test of reading) as a measure of reading ability and write a research paper to be presented at the annual meeting of the American Reading Conference in December. Somers will continue the research and writing of a children's novel.

Two members of the Health and Physical Education Department will carry out projects. Veronica Melton will conduct a biomechanical investigation of lower leg trauma and Frank Powell will conduct a study of the impact of the general education requirement in Health and Physical Education on Furman University graduates.

Ruby Morgan (Music) will study for a brief period in Vienna with Paul Badura-Skoda and Jorg Demus. Hayden Porter (Computer Science) plans to develop a device which can convert electrical signals to digital form so that they may be processed by the computer and "played back" under programmed control. John Roberts (Music) will participate in the 1980 Three Rivers International Competition. Kenneth Sargent (Geology) plans to carry out a project on the use of geochemical trends in the delineation of lithology. Bill Yoder (Philosophy) will be involved in a travel-study course in Japanese culture.

FACULTY ON SABBATICAL IN 1980-81

Dean John Crabtree has approved the recommendation of the Research and Professional Growth Committee for sabbatical leaves for ten faculty members next year.

Rudy Bates will carry out a study on the possibility of relating the interpretation of art to the study and teaching of literature.

Sally Grant plans to teach elementary classes at the Morrison Academy in Taiwan under the auspices of the Foreign Mission Board of the Southern Baptist Convention.

Lon Knight's project is in the area of matrix ion chemistry and is the continuation of his research over the past eight years.

Elaine Nocks will spend six months in collaborative research with members of the Medical Psychology Department of the Uniformed Services University of the Health Sciences in Bethesda, Maryland.

Bill Reagan has two projects in mind: (1) the planning of a new French literature course for students who come to Furman with proficiency in French but who are not prepared for the rapid reading of lengthy French texts, and (2) the writing of an article on Antoine de Saint-Exupery's use of aviation imagery.

Hamp Sherard plans to use his sabbatical leave to update his knowledge of mathematics education; revise Mathematics 33, one of the courses in the three-course sequence for elementary school teachers; and prepare two manuscripts for publication, an article on coping with math anxiety and a book of activities on "Mathemagic," to be used by classroom teachers of middle and secondary school mathematics.

The primary purpose of Jim Smart's sabbatical leave is to extend his competence in teaching History 25, Modern Latin America. Specific activities include auditing courses at Furman; travel in Mexico; inventory of all Latin American materials in the Furman library; completion of research projects on Joel Poinsett and Josephus Daniels, two former U.S. ambassadors to Mexico; and intensive reading in Mexican history from 1910 to the present.

Charlotte Smith will continue a project on the transcription of the *Penitential Psalms* of Lassus from early sources.

John Snyder intends to write two papers describing the latest results that he has obtained in research on animal lysozymes and to prepare for exploration of the role of lysozyme-like enzymes in sea plant development.

Olof Sorensen will expand for possible publication some of the work he developed in his dissertation which involved interdisciplinary studies in French poetry, music, and art of late 19th century France.

MELLON PARTICIPANTS MEET WITH STEERING COMMITTEE

On May 14, 1980, the Mellon project participants who are receiving full support to pursue their approved growth plans met with the project steering committee to review their accomplishments to date and to outline plans for the remainder of the year. Reporting on development activities to the committee were Doris Blazer (Education), Maurice Cherry (Modern Languages), Gil Fairbanks (Biology), Barbara Heusel (English), Myron Kocher (Modern Languages), Roy Lindahl (Classical Languages), Elaine Nocks (Psychology), Ray Roberts (Economics and Business Administration), and Ann Sharp (English).

ELAINE NOCKS PURSUES NEW PROFESSIONAL INTEREST–MEDICAL PSYCHOLOGY

As a part of her participation in the Mellon project, Elaine Nocks is pursuing a new professional interest–medical psychology. She is in the process of designing a program of research on social factors influencing physical health. Preliminary research began last summer with an exploratory study of loneliness and its effects. Additional studies have been conducted during the academic year, and this summer with the aid of an Undergraduate Research Program grant from the National Science Foundation, the research will proceed in the investigation of social factors influencing positive health maintenance. After reading extensively, attending workshops, and consulting with appropriate persons in the field, Elaine will culminate her preparation with a sabbatical research apprenticeship in the Medical Psychology Department of the Uniformed Services University of the Health Sciences in Bethesda, Maryland.

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SEPTEMBER 1980
NUMBER 8

SEMINAR ON INSTITUTIONAL VALUES

Jim Leavell will conduct a seminar on "The Implications of Institutional Values in the Curriculum and in the Advising Program" on Thursday, September 25. The seminar will explore two value-laden aspects of Furman's identity—the institutional commitments to liberal arts and to Christian education. How are these commitments defined at Furman? What are the implications of these definitions for the individual classroom teacher as well as for the faculty as a group?

The session before dinner will center on the definition of Furman as a church-related college. L. D. Johnson and Jim Guth will give their views on the implications of this aspect of Furman for the university's curriculum and advising program.

The session after dinner will be concerned with the implications for our work arising out of the fact that Furman is a liberal arts college. Don Kubler and Bill Rogers will react to the question. A general discussion will follow the formal presentations in each of the two sessions.

INDIVIDUAL PROJECTS ON THE IMPROVEMENT OF TEACHING

The Lilly steering committee will award approximately $2,400 to faculty members for projects to enable them to develop teaching and/or advising skills. The guidelines are as follows:

1. The projects must be completed by the end of the school year, May 31, 1981.
2. Each project must be clearly directed toward the development of knowledge and skill in teaching and/or advising.
3. To be eligible to apply, a faculty member must be currently in his or her first, second, or third year of college teaching.
4. The limit for a single project is $600, but applications for projects costing less (say $50 for books and materials) are encouraged.
5. Joint proposals from two or more faculty are encouraged. The funds for each joint project will still be limited to $600, however.
6. Funds may be requested for such things as professional travel, purchase of books and materials, consultants, attendance at conferences and workshops, etc. Funds for such items as student or secretarial assistance are available so long as this activity is specifically related to the development of teaching skill on the part of the faculty member. If a faculty member requests funds for a consultant, he or she should explore ways of making the consultant available to other faculty and/or students.

Faculty members interested in receiving a grant should submit the following information to the steering committee by November 15, 1980. Recipients of the grants will be announced by December 1, 1980.

1. Name(s) of faculty member(s) submitting application.
2. Objective or objectives of the project.
3. Activities to be completed with approximate time during which each activity will be carried on.
4. Ways of evaluating the project.
5. Budget (The budget must be as specific as possible. Estimates should be based on some investigation of possible costs of activities.)

Questions about this program may be directed to any member of the steering committee for the Lilly project: Tony Arrington, Jim Edwards, Hazel Harris, Jim Leavell, Dick Maag, Frank Powell or Edgar McKnight.

APPLICATIONS TO RESEARCH AND PROFESSIONAL GROWTH COMMITTEE

Tom Cloer has announced that applications for grants from the Research and Professional Growth Committee are to be turned in by October 17, 1980, for consideration by the committee in the fall meeting. In its spring meeting, the committee will consider applications for professional activities which are planned for the summer; and in the winter term, the committee will deal with sabbatical-leave applications.

Application forms and committee funding guidelines are available from the Office of Special Services on the third floor of the library. Eight copies of the completed application should be submitted to the chairman of the committee.

KANE-MAGUIRE RETURNS TO MELLON STEERING COMMITTEE

Noel Kane-Maguire, Associate Professor of Chemistry, has been named to the steering committee for the mid-career faculty development project. He replaces Lon Knight, Jr. of the Chemistry Department who is on sabbatical leave for the 1980-81 academic year. Dr. Kane-Maguire served on the committee during 1978-79, but was on sabbatical himself last year. Other members of the steering committee are Francis Bonner, Rhett Bryson, John Crabtree, Jim Edwards, Dick Maag, Edgar McKnight, Elaine Nocks, Ray Roberts, John Snyder, and Philip Winstead (Chairman). Max Smith, Director of Development, continues to serve as resource person for the committee.

COMPUTER ACTIVITIES WILL CONTINUE

If there is sufficient interest among the faculty, the Mellon project will continue the highly successful series of activities on the use of the computer. Ray Nanney, Professor of Computer Science and Chairman of the Computer Science Department, will organize and conduct group and individual sessions based on the expressed needs of interested participants. Topics in the past have ranged from general orientation to the computer and its uses to workshops on computer programming. If you have an interest in participating in computer related faculty development activities please get in touch with Dr. Nanney or Philip Winstead, Director of the Mellon Project.

MELLON TO SPONSOR ACADEMIC DEPARTMENT SERIES

On October 9, 14, 21, and 28, the Mellon project will sponsor a series of programs on new developments in the various academic disciplines. Moderated by John Crabtree, Jr., Academic Dean, representatives from each of the academic departments at Furman will speak on current areas of interest within their disciplines. A general discussion will follow the individual presentations. The purpose of the series is to acquaint each of us with new ideas and concepts in academic areas other than our own. The first program, October 9, 1980, will feature the social sciences—Economics and Business Administration, Education, Health and Physical Education, Political Science, Psychology, and Sociology. The second program, October 14, 1980, will feature the humanities—Classical and Modern Languages, English, History, Philosophy, and Religion. The third program, October 21, 1980, will feature the fine arts—Art, Drama, and Music—plus Military Science and the Library. The final program, October 28, 1980, will feature the sciences—Biology, Chemistry, Computer Science, Geology, Mathematics, and Physics. All faculty are invited to attend. The Office of Faculty Development will be sending out invitations and reservation forms.

TEST CONSTRUCTION WORKSHOP SCHEDULED

Hazel Harris, Associate Professor of Education, will lead a workshop at Furman on November 6, 1980, on constructing classroom tests. Sponsored by the Mellon project, Dr. Harris will build upon the concepts presented in the Mellon seminar on evaluation and testing held last spring and will develop with participants specific procedures for constructing classroom objective and essay type tests. All Furman faculty are invited to attend. The Office of Faculty Development will be sending out invitations and reservation forms.

CONFERENCE ON FACULTY DEVELOPMENT

A Conference on Faculty Development will be conducted October 31 and November 1 at the Kanuga Conference Center. Participants will be members of the Faculty Committee on Research and Professional Growth, members of the Lilly and Mellon Steering Committees, and Furman's Academic Administration.

The first phase of the conference will consist of two presentations by Melvin Hipps: "Faculty Development: The Past and Present Development of the Art" and "Faculty Development: The Future of the Art." During the second phase of the conference, participants will discuss the formation of a comprehensive program of faculty development at Furman.

NEW FACULTY ORIENTATION

A series of orientation sessions are being conducted this fall for faculty members who are in their first year of teaching at Furman. The sessions are held on Wednesdays, 3:00-4:00 in Furman Hall 135. The first group of orientation meetings is designed to orient new faculty members to the way things operate at Furman and includes a library orientation and discussion of such things as administrative organization, policies, and procedures; academic and faculty regulations; curricular matters; students and Furman student life; and professional and scholarly activities.

The second group of meetings is devoted to teaching-learning and advising processes and treats such matters as philosophies of learning; testing, evaluation and grading; lecturing and other teaching techniques; use of audio-visual resources; student evaluation of faculty; and academic advising policies and procedures.

The first group of meetings is of interest primarily to first year faculty, but the second group may be of wider interest. All faculty members in their first five years of college teaching are invited to participate in the group of meetings devoted to teaching-learning and advising processes.

SEMINAR ON THE NATURE AND TASK OF THE UNIVERSITY

The Lilly steering committee will sponsor a seminar in the winter and spring terms to discuss some of the theoretical and practical questions centering around the nature and task of the university.

The seminar will meet monthly and it is anticipated that each session will deal with important questions and statements (articles and books) relating to the nature and task of the university.

The Lilly steering committee is presently making detailed plans for the seminar, and faculty members are invited to suggest questions and/or statements which they consider appropriate for discussion by the seminar. As soon as plans are completed, eligible faculty members will be informed.

WORKSHOP HELD ON PROGRAM EVALUATION

On July 17, 1980, the Mellon faculty development project sponsored a workshop for Furman faculty and administrators on program evaluation. The workshop was conducted by Dr. James Trent, Associate Professor of Higher Education, University of California at Los Angeles. Dr. Trent discussed the rationale for evaluating academic and other college-related programs and presented procedures which can be used for assessing program accomplishments.

JOHNS, WINSTEAD, AND HIPPS PARTICIPATE IN KELLOGG NATIONAL DISSEMINATION CONFERENCE

On July 28-30, 1980, eighty-seven administrators and faculty members representing twenty-eight colleges and universities from seventeen states attended a national conference on planned change at the University of Akron, Akron, Ohio. Conducted by Furman University, the University of Akron, and Wichita State University under a grant from the W. K. Kellogg Foundation, the three institutions presented planned change/faculty development ideas generated by Kellogg-supported projects at each of the three institutions.

The Furman project entitled, "Faculty Development in Academic Planning" was designed to improve the planning skills of faculty as they engaged in planning for new courses, revising existing courses, or developing new instructional strategies. President John Johns; Philip Winstead, Co-Director of Faculty Development Programs, and Melvin Hipps, former Furman staff member; represented Furman. President Johns, Dr. Winstead, and Dr.Hipps described the Furman project in general sessions and then led concurrent sessions on topics of interest. Dr. Winstead spoke on systematic planning, Dr. Hipps on faculty development, and President Johns on the view of planning from the president's office.

HODGKINSON SPEAKS ON MANAGING ONESELF

On September 8, 1980, Dr. Harold Hodgkinson, President, National Training Laboratories (NTL) Institute, Arlington, Virginia, spoke on campus on the topic, "The Professor Managing Himself." The luncheon program sponsored by the Mellon and Lilly faculty development projects featured Dr. Hodgkinson who discussed adult development and the ways faculty members can more effectively deal with the variety of tasks and demands expected of them during a normal academic year.

ANN SHARP PARTICIPATES IN SUMMER LINGUISTIC INSTITUTE

Ann Sharp spent eight weeks this summer at the 50th Linguistic Institute of the Linguistic Society of America in conjunction with the Summer Institute of Teachers of English to Speakers of Other Languages held at the University of New Mexico in Albuquerque. Faculty of the institute is composed of outstanding scholars from universities around the world, and over 300 students enrolled for special study in eighty courses offered for the summer. Mrs. Sharp concentrated on bringing up to date her training in theories of English grammer and sociolinguistics, and adding skills in discourse analysis, analyzing the language used by teachers and students in classroom interaction. The TESOL institute brought speakers and materials on bilingualism, which, added to living with scholars from many countries and cultures, intensified the linguistic experience. The knowledge gained should be translated directly into classes at Furman, particularly Modern English Grammar and Freshman composition, and into scholarship in which dialect study intersects with sociolinguistics. She will also be better able to interpret the current political battle over bilingual education and minority language problems. Ann's work was a part of her Mellon project activities.

This newsletter is partially supported by grants from the Andrew W. Mellon Foundation and the Lilly Endowment, Inc.

Editors: Edgar V. McKnight, Director of Lilly Project
Philip C. Winstead, Director of Mellon Project

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JANUARY 1981
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DISSEMINATION CONFERENCE

On March 10-11, 1981, there will be an invitational conference designed to disseminate the results of the Lilly and Mellon faculty development projects. The Mellon Project, "The Development of Mid-Career Faculty: A Systematic Approach," ends March 31, 1981. The Lilly Project, "The Scholar as Teacher: The Development of the New Faculty Member," ends May 31, 1981. Academic officers and faculty development coordinators from forty colleges and universities will attend. The featured speakers will be William C. Nelsen and G. Melvin Hipps. Nelsen, who is president of Augustana College in Sioux Falls, South Dakota, is a recognized leader in the area of faculty development. As Vice President and Dean of St. Olaf College he led a very active faculty development effort. While on leave from St. Olaf he directed the Association of American Colleges' (AAC) Project on Faculty Development. His book, *Effective Approaches to Faculty Development,* is the most comprehensive assessment of college and university faculty development programs published to date. Hipps, presently a writer and consultant in higher education, held various appointments at Furman University during the period 1960-79. He was Professor of Education, Director of Graduate Studies, Chairman of the Department of Education, and Coordinator of Programs for Faculty Development. His current research is focused on the present and future state of the faculty development movement. President Nelsen will speak on the current state of faculty development and Dr. Hipps will speak on the future state of faculty development. John H. Crabtree, Edgar V. McKnight, Philip C. Winstead, Carey S. Crantford, Frank M. Powell, James C. Edwards, Hazel W. Harris, James H. Smart, Bruce W. Schoonmaker, Veronica P. Melton, David W. Rutledge, C. Maurice Cherry, Ray C. Roberts, Gerda P. McCahan, and Lewis P. Stratton of Furman will appear on the program to present summaries and conclusions of Lilly and Mellon project faculty development activities.

HUMANITIES SEMINAR

A faculty seminar on "The Humanities in American Life" (the title of a report of the Rockefeller Commission on the Humanities) will be conducted Tuesday evening, May 12. The speaker for the seminar will be Professor Gaines Post, Jr., Associate Professor of History at the University of Texas at Austin and Executive Director of the Commission on the Humanities. Dr. Post will report on the work of the commission, giving special attention to the role of the university.

The activities of the evening will include the address of Dr. Post, a response by a member of the Furman faculty, dinner, and discussion of the evening's address and the report of the Commission. Early in the spring term all faculty members will receive more detailed information along with a reservation form.

EXTERNAL EVALUATOR TO VISIT CAMPUS

Dr. Jerry G. Gaff, external evaluator for both the Lilly Project ("The Scholar as Teacher: The Development of the New Faculty Member") and the Mellon Project ("The Development of Mid-Career Faculty: A Systematic Approach") will visit Furman on March 10-11, 1981. He will participate in the Lilly/Mellon Dissemination Conference scheduled on those dates as well as continue with his assessment of the accomplishment being made at Furman toward the objectives of the two faculty development projects. After the conclusions of the projects, Dr. Gaff will submit a written summative evaluation to the Office of Faculty Development which will be used as a part of Furman's final reports to the foundations.

DEPARTMENT CHAIRMEN TO HEAR FLORIDA STATE PROFESSOR

Dr. Allan Tucker, Professor of Higher Education, Florida State University, will speak to Furman's academic department chairmen on February 3, 1981. Dr. Tucker, with Kellogg Foundation support, has developed a special training program for academic department chairmen for the Florida Board of Regents State University System. He will describe the departmental chairmen program and then discuss the role and responsibility of academic department chairmen. Dr. Tucker's visit is sponsored by the Mellon faculty development project.

THE IDEA OF A UNIVERSITY

A series of seminars for new faculty members is being conducted during the winter and spring terms on the theme of "The Idea of a University." Instead of concentrating directly on ways of developing skills in teaching and advising, the faculty members are dealing with educational issues and questions such as the fundamental purpose of a college or university, who should be educated, the kind of knowledge which is most worth having and the way that knowledge can be transmitted and acquired.

The sessions have something of a historical orientation and deal with such major figures as Plato (*The Republic*), John H. Newman (*The Idea of a University*), John Dewey (*Experience and Education)*, Alfred N. Whitehead (*The Aims of Education)* and Robert M. Hutchins (*Education and Freedom)*.

Seminar leaders include Dr. Robert Mulvaney of the philosophy department of the University of South Carolina and Furman University professors Theron D. Price, David C. Pulley, Thomas C. Cloer, and Thomas O. Buford.

RESEARCH AND PROFESSIONAL GROWTH PROJECTS

The faculty committee on research and professional growth recommended, and the Dean approved, financial support to assist several faculty members in various projects.

Albert L. Blackwell, Associate Professor of Religion, was awarded funds to edit and translate letters of Charlotte Schleiermacher to her brother Friedrich, the German theologian. J. Dan Cover, Associate Professor of Sociology, will participate in an NSF Chautaugua course entitled "Food, Energy, and Society." This course will analyze the major interdependencies of food, energy, and the environmental resources as they relate to human society. Jerry L. Cox, Assistant Professor of Modern Languages will study artifacts of primitive Germanic culture at a pan-Scandinavian exhibition of the culture of the Vikings. Giles O. Einstein, Assistant Professor of Psychology, received a grant to investigate memory processes in learning disabled children. Veronica P. Melton, Assistant Professor of Health and Physical Education, will study techniques of motion analysis and will attend and tape programs to be used with her Biomechanics of Movement class at a national Kinesiology Academy Workshop. Kenneth A. Sargent, Assistant Professor of Geology, will participate in an NSF Chautaugua Short Course in Remote Sensing. These courses are an annual series of forums in which esteemed scholars in various sciences meet intensively for four days with undergraduate college teachers of science. Carol A. Senf, Assistant Professor of English, was awarded funds to attend a conference on technical writing. Elizabeth B. Taylor, Instructor in Health and Physical Education, will use her funds to compile current information relative to the administration of adult fitness centers. Mrs. Taylor will attend a specialized workshop entitled "Vital Issues in Adult Health/Fitness Programs," sponsored in part by the American College of Sports Medicine. F. Wayne Wheatley, Assistant Professor of Education, and Robert C. MacMillan, Assistant Professor of Education, will receive funds to make a slide presentation of Furman's model teacher preparation program for including handicapped children in the regular classroom. This slide presentation, with research data indicating the program's effectiveness, will be part of the Conference of the International Council for Exceptional Children in New York during spring term.

ADDITIONAL MINI-GRANTS AWARDED

Five faculty members have recently been awarded mini-grants for projects designed to enhance their skills in teaching. (These grants are in addition to the six awards announced in the May issue of the newsletter.) Nancy L. Anderson, Instructor in Drama, will carry out activities in New York City which will acquaint her more fully with the various aspects of the production of plays. Nelly M. Hecker, Assistant Professor of Education, will attend the annual conference of the International Reading Association in New Orleans, April 27-May 1. This activity is designed to help her become better acquainted with teaching strategies and methods and to keep abreast of new theoretical and practical developments in the fields of reading and language arts. The grant awarded to David W. Rutledge, Assistant Professor of Religion will be used to help him find ways to introduce a multi-level framework within which the biblical text can be understood. Elizabeth B. Taylor, Instructor in Drama will attend the National Convention of the American Alliance of Health, Physical Education, Recreation and Dance in Boston, Massachusetts, April 13-17. A major objective of her project is to increase the quality of teaching and material presented in the adult fitness concentration courses. Jeffrey Tassin, Assistant Professor of Chemistry, will use his grant to develop his knowledge of and ability to perform classroom demonstrations that can be used to emphasize and/or clarify chemical principles. As a part of his project, he will develop actual demonstrations to be used in the chemistry course for non-science majors at Furman.

COLLEAGUE CONSULTANTS

Furman faculty members have developed a positive collegial relationship which extends to providing and receiving help in the improvement of teaching and advising skills. The faculty members concerned with faculty development feel that this collegial consultation is ideal for Furman, and they want their participation in faculty development to be seen as a part of this larger continuing activity. Nevertheless, there are three somewhat structured programs offered by members of the Lilly Steering Committee in which faculty members are encouraged to participate.

1. Mid-term class interview by colleague. This mid-term evaluation of teaching makes use of a colleague and takes about twenty minutes of class time for an interview. The interview by the consultant is a consensus-seeking process beginning with the students in small groups agreeing on one thing they like about the course, one thing they would like changed and one suggestion for improvement. After the meeting in small groups, reports are made to the class and a combined list is recorded on an overhead or chalkboard by the consultant. In this process, students focus on a few things that are most important to them and that are feasible for the instructor to change or modify. Information from the interview is shared with the instructor.

2. Classroom visitation and consultation. The classroom visitation involves a colleague coming in and observing the teacher at work for a class period. The colleague then informs the teacher what he has seen and heard and what he thinks about it. As members of the Lilly steering committee carry out this program, three stages are involved: (1) a preobservation conference. In a preobservation conference, a contract is established between the observer and the teacher. The teacher discusses his or her objectives and how he or she intends to carry them out. A mutual decision is made on when and how the teacher will be observed and how data will be collected. The observer will work within the teacher's frame of reference; (2) observation of the class. In this stage, the observer uses a simple form to collect data about the teacher's conduct of a class, lecture presentation skills, use of classroom questions, conduct of class discussion, etc.; and (3) post observation conference. Prior to this conference the observer arranges the data collected in stage two in a way which would be helpful for the teacher. The purpose of the conference is to provide feedback which will improve further teaching, reinforce the positive aspects of a teacher's performance, and allow the teacher to discuss concerns about his or her teaching.

3. Video-taping. Faculty members may request the Faculty Development Office to arrange videotaping of their classes. Video-taping is a unique way to observe one's own teaching with little or no disruption of the normal classroom routine. The process is free, and only the faculty member and persons he invites will view the tape. Video taping may give teachers an alarming new perspective on their teaching, but it can turn out to be remarkably helpful and suggestive of both their strengths and weaknesses.

The video-taping program may be combined with the colleague-consultation program. That is, the colleague will not only visit the classroom but will also view the video-tape with the teacher and make observations and suggestions. It is also possible for colleagues merely to view the video-tape with the teacher (in place of a classroom visit) and make observations and suggestions solely on the basis of the video-tape.

Members of the Lilly steering committee have worked with new faculty members in these programs, but they are now available to work with all interested faculty members. Observation and consultation will be confidential. Edgar V. McKnight, Co-Director of Faculty Development Programs, coordinates these programs. If you wish to participate call the Faculty Development Office (3075).

MCKNIGHT AND WINSTEAD ATTEND NATIONAL CONFERENCE

On October 16-18, 1980, Edgar V. McKnight and Philip C. Winstead, Co-Directors of Faculty Development Programs, attended the 1980 Professional and Organizational Development (POD) Network Annual Conference in Berkeley, California. Dr. Winstead appeared on the program speaking on "Systematic Planning: A Way to Manage Change."

WINSTEAD VISITS COLLEGES

As a part of the Kellogg Foundation supported Akron/Furman/Wichita State National Dissemination Project, Philip C. Winstead, Coordinator of Institutional Planning and Research and Co-Director of Faculty Development Programs at Furman, has visited two colleges recently and will visit a third soon. On November 19, 1980, he spoke to the faculty and staff at the College of Saint Catherine, Saint Paul, Minnesota, on the topic, "Faculty Development: Furman's Program." On November 25, 1980, he met with the Institutional Planning Committee, Trident Technical College, Charleston, South Carolina, to discuss systematic and comprehensive planning. On January 29, 1981, he will go to Stetson University, Deland, Florida, to discuss Furman's policies and procedures system. The dissemination project allows the participating institutions to request individuals from the three universities to come to their campuses as consultants.

WORKSHOP HELD ON TEST CONSTRUCTION

On November 6, 1980, the Mellon faculty development project sponsored a workshop for Furman faculty on constructing classroom tests. The workshop was conducted by Hazel W. Harris, Furman University Associate Professor of Education. Dr. Harris built upon the concepts presented in the Mellon seminar on evaluation and testing held last spring and developed with participants specific procedures for constructing classroom objective and essay type tests.

CRISES COUNSELING SEMINAR

On November 20, 1980, the Mellon faculty development project sponsored a seminar for Furman faculty on crises counseling. Fred M. Newton, Director of the Counseling Center, Kansas State University; and Stephen G. Jennings, Vice President for Student Services, Furman University, led the seminar. Dr. Newton discussed the role of faculty in identifying and working with students experiencing personal and emotional problems. Dr. Jennings related the concepts presented to the present situation at Furman.

SEMINAR HELD ON RELIGIOUS FUNDAMENTALISM

On December 2, 1980, the Mellon faculty development project sponsored a seminar for Furman faculty on religious fundamentalism. The seminar featured presentations by Robert W. Crapps, Professor of Religion, and James L. Guth, Associate Professor of Political Science. Edgar V. McKnight, Professor of Religion and Co-Director of Furman Faculty Development Programs, moderated the program. Dr. Crapps discussed religious fundamentalism in its historical context. Dr. Guth talked about the present social and political implications of the movement.

KELLOGG INTERNS VISIT CAMPUS

As a part of the Akron/Furman/Wichita State National Dissemination Project, which is supported with a grant from the W. K. Kellogg Foundation, Furman has recently hosted interns from three colleges. Dr. Clyde P. Evans, Provost, Rio Grande College and Community College, Rio Grande, Ohio, was on campus November 2-7, 1980. Dr. Craig D. Willis, Vice President and Dean; Dr. Dean R. Turner, Chairman of the Fine Arts Division; and Dr. Michael B. Pate, Director of Libraries; Concord College, Athens, West Virginia, visited January 5-9, 1981. Dr. Dwight Deay, Assistant to the Vice President for Institutional Advancement, Washburn University of Topeka, Topeka, Kansas, was here January 12-14, 1981. As a part of the project internship program, the visitors studied the Furman management planning and faculty development programs.

CHERRY STUDIES ITALIAN AT HOME AND ABROAD

As a part of his mid-career development activities for the Mellon project, C. Maurice Cherry, Assistant Professor of Modern Languages, spent June and July, 1980, in the total-immersion program of the Italian Language School at Middlebury College, in Middlebury, Vermont. He increased his facility in Italian by pursuing courses in Advanced Italian Language and Modern Italian Literature. In August he employed his improved language skills in Italy, where he traveled from Venice to Sicily and had the opportunity to converse with Italians of all ages from varied social classes and occupational backgrounds. The intensive training and experience last summer will enable him to begin investigations in Hispano-Italic literary relations, particularly those of the sixteenth and seventeenth centuries. He also hopes to be able to offer coursework in Italian at Furman. Dr. Cherry considers the rewarding, yet humbling, experience of being "on the other side of the desk" in a language classroom to have been one of the highlights of his Mellon activity.

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Philip C. Winstead, Director of Mellon Project

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FACULTY DEVELOPMENT AT FURMAN AFTER MELLON AND LILLY

With the conclusion of the Mellon grant for "The Development of Mid-Career Faculty" (March 31, 1981) and the Lilly grant for "The Scholar as Teacher: The Development of the New College Teacher" (May 31, 1981), Dean John H. Crabtree, Jr. has announced a new structure for faculty development activities at Furman. The intention of the new arrangement is to integrate and coordinate further faculty development activities within the university. Funds for travel to professional meetings will continue to be handled by the Dean's Office. Requests for sabbatical leaves and traditional requests for funds for individual research activities will go to the faculty Committee on Research and Professional Growth. All other formal faculty development activities will be planned and implemented by the Committee on Faculty Development. This latter committee, a new administrative committee which will be comprised of members who were active in the Lilly and Mellon projects, will be responsible for group activities, individual activities, mentor-novice arrangements, mini-grants, in-house consultants, and special orientation programs. A Coordinator of Faculty Development Programs will work with the two committees and each component of the overall faculty development program. The new organization for faculty development activities will be effective September 1, 1981.

WINSTEAD NAMED COORDINATOR OF FACULTY DEVELOPMENT PROGRAMS

Philip C. Winstead, Coordinator of Institutional Planning and Research and Associate Professor of Education, has been named Coordinator of Faculty Development Programs at Furman effective September 1, 1981. Dr. Winstead will fill this postition in addition to his current planning and research duties. Devoting approximately one-fourth of his time to this new responsibility, he will work with the Academic Dean, the Research and Professional Growth Committee, and newly created Faculty Development Committee to coordinate all university sponsored faculty development activities. Dr. Winstead has previously served as Co-Director of the W. K. Kellogg sponsored project (1975-78) entitled "Faculty Development in Academic Planning" and as Director of the Andrew W. Mellon sponsored project (1978-81) on "The Development of Mid-Career Faculty."

DISSEMINATION CONFERENCE HELD

On March 10-11, 1981, Furman University hosted an invitational conference designed to acquaint other colleges and universities with the faculty development activities at Furman. Forty-four representatives from thirty-one schools in six states attended. The participants heard a presentation by Academic Dean John H. Crabtree, Jr. on "Faculty Development: A Definition;" saw a slide presentation on planned change and faculty development at Furman; listened to descriptions of the Lilly Project (The Scholar as Teacher: The Development of the New Faculty Member) and Mellon Project (The Development of Mid-Career Faculty) by Edgar V. McKnight and Philip C. Winstead, Co-Directors of Faculty Development Programs at Furman; and heard presentations by various Furman University faculty concerning Lilly and Mellon Project activities. Two outside speakers completed the program. William C. Nelsen, President, Augustana College, spoke on "Faculty Development: The Current State." G. Melvin Hipps, former Furman faculty member, spoke on "Faculty Development: The Future State."

SEMINAR ON "THE HUMANITIES IN AMERICAN LIFE"

A faculty seminar on "The Humanities in American Life" will be conducted Tuesday evening, May 12, 1981. The speaker for the seminar will be Professor Gaines Post, Jr., Associate Professor of History at the University of Texas at Austin and Executive Director of the Rockefeller Commission on the Humanities.

The report of the Commission was published last year with the title *The Humanities in American Life.* The report discusses education, cultural institutions, and public and private funding for the humanities, and concludes that the humanities need rethinking as much as financial support. Dr. Post will report on the work of the Commission, giving special attention to the role of the university.

Dr. James T. Stewart and Dr. Albert L. Blackwell will respond to the address of Dr. Post and the report of the Commission. The responses of the two Furman faculty members will prepare for a general discussion on the theme of "The Humanities in American Life" which will take place after dinner.

COLLEAGUE CONSULTANTS

Members of the Lilly Steering Committee are available to assist faculty in the assessment of their teaching practices. Three programs are currently offered.

1. Mid-term class interview by colleague. The mid-term evaluation of teaching makes use of a colleague and takes about twenty minutes of class time for an interview.
2. Classroom visitation and consultation. The classroom visitation involves a colleague observing the teacher at work for a class period and informing the teacher of what he has seen and heard and what he thinks about it.
3. Video-taping. The faculty development office will arrange video-taping of a class of a faculty member. Members of the Lilly Committee are available to view the video-tape with the teacher and make observations and suggestions.

Faculty members may obtain detailed information about these three programs by calling the Office of Faculty Development (3075). If you wish to participate in one of the programs, call or see Edgar V. McKnight, Co-Director of Faculty Development Programs.

MELLON DEPARTMENTAL SERIES COMPLETED

On March 17, 1981, the Mellon faculty development project sponsored a seminar on new developments in computer science. T. Ray Nanney, Professor of Computer Science, led a discussion on the nature of computer science. This presentation was the completion of last fall's departmental series when other academic departments made similar presentations. Also on the program was a slide presentation depicting planning/faculty development activities at Furman over the past decade.

THE IDEA OF A UNIVERSITY

The Lilly project has sponsored a series of seminars for new faculty members on "The Idea of a University" during the Spring term. Hazel W. Harris coordinated the series which met in homes of members of the Lilly Steering Committee.

Discussion leaders for the initial session on Plato's *Republic* were Robert Mulvaney of the Philosophy Department of the University of South Carolina and Alan Axelrod, Assistant Professor of English at Furman.

The second session was devoted to a discussion of John Henry Newman's *The Idea of a University* led by Theron D. Price, Professor of Religion, and David W. Rutledge, Assistant Professor of Religion.

The focus of the third session was the ideas of Alfred N. Whitehead and Robert M. Hutchins and discussion leaders were Thomas O. Buford, Professor of Philosophy, and C. Thomas Cloer, Assistant Professor of Education.

David C. Pulley, Professor of Education, outlined the major contributions of John Dewey at the fourth session, and Jeffrey Tassin, Assistant Professor of Chemistry responded to the presentations and led the faculty in a general discussion of the relevance of John Dewey for contemporary education.

A final session, coordinated by C. Anthony Arrington, Professor of Chemistry and David W. Rutledge, was devoted to an attempt to apply the various ideas discussed to the teaching/learning situations at Furman. The following questions were used as a guide for the work of the seminar:

1. What is the fundamental purpose of the university? (What counts for a university?)
2. What knowledge is most worth having?
3. How should (can) knowledge be transmitted? (How can it be achieved?)
4. How is this knowledge best learned?
5. Who should be educated?

FACULTY ON SABBATICAL IN 1981-82

Dean John Crabtree has approved the recommendations of the Research and Professional Growth Committee concerning sabbatical leaves for thirteen faculty members next year.

Tony Arrington will spend 12 months in the Chemistry Department at the University of Utah doing research and augmenting his background in quantum chemistry.

John Block will study papers in London dealing with British-German diplomacy of the 1860's. He will also conduct research concerning David Lloyd George, British Prime Minister during and after World War I.

Lin Chen will prepare a manuscript for publication on China's educational politics.

Maurice Cherry will conduct research and write about Golden Age Spanish Drama and about the relationship between language and culture.

Glen Clayton will spend a summer sabbatical at the University of South Carolina studying the most recent application of computers to librarianship.

Tom Cloer will develop and pilot a screening instrument for the public schools that will attempt to identify learning disabled students in the area of reading.

A. V. Huff has been commissioned by the First Baptist Church in Columbia to write a history of the church for their sesquicentennial year. The South Carolina Methodist Commission has asked him to write a history of Methodism in South Carolina.

Edgar V. McKnight will travel to Germany to study and write at the University of Tubingen about ways of relating conventional New Testament study to perspectives and methods of other disciplines such as anthropology, sociology, linguistics, semiotics, and literary criticism. He has received a Fulbright Advanced Research grant to assist him with his study.

Frank Powell will travel to the department of kinesiology at UCLA to do research on the motor behavior of handicapped children.

Ray Roberts will be building on the foundation provided by his Mellon project. During his sabbatical, he will do research at Duke and the University of North Carolina and will write about the social responsibility of multinational firms based in Europe.

Bill Rogers will use his sabbatical to study and write about the structure of *The Canterbury Tales.* He will also spend part of his sabbatical studying contemporary approaches to the philosophy of language.

Bing Somers will work toward completion of two books for publication which will serve as teaching guides for novels and plays used in middle school and high school. He will also continue his work on a novel for young readers.

Lew Stratton will extend his Mellon project by intense study of ways to use computers in teaching undergraduate biology. He will develop a computer program to maintain and retrieve information concerning the plant and animal collections housed in the department of Biology.

WINSTEAD VISITS COLLEGES

As a part of the Kellogg Foundation supported Akron/Furman/Wichita State National Dissemination Project, Philip C. Winstead, Coordinator of Institutional Planning and Research and Co-Director of Faculty Development Programs at Furman, has visited one college recently and will visit two more soon. On February 18-19, 1981, he met with the Professional Development Committee, Trident Technical College, Charleston, South Carolina, to discuss faculty and staff development opportunities. On April 28-29, 1981, he will go to Saint Andrews Presbyterian College, Laurinburg, North Carolina, to discuss systematic and comprehensive planning. On May 27, 1981, he will be at Stark Technical College, Canton, Ohio, to speak on "Systematic Planning." The dissemination project allows the participating institutions to request individuals from the three universities to come to their campuses as consultants.

KELLOGG INTERNS VISIT CAMPUS

As a part of the Akron/Furman/Wichita State National Dissemination Project, which is supported with a grant from the W. K. Kellogg Foundation, Furman has recently hosted interns from Saginaw Valley State College, Saginaw, Michigan. Dr. Robert Yien, Vice President for Academic Affairs, and Dr. Walter Rathkamp, Chairman of the Biology Department, visited February 23-25, 1981. Under the project internship program, the visitors studied the Furman management planning and faculty development programs.

GRANTS FOR RESEARCH AND PROFESSIONAL GROWTH

The faculty committee on research and professional growth has recommended, and the Dean has approved, financial support to assist several faculty members in various summer projects. Jerry T. Aldridge, Lesley A. Wheatley, and F. Wayne Wheatley, Assistant Professors of Education, will conduct a research study with kindergarten children in hopes of discovering variables that predict failure. Nancy L. Anderson, Instructor in Drama, will attend seminars at Brandeis University which will focus on scene study and costume construction. John M. Block, Associate Professor of History, has been invited by the West German government to participate in this summer's Berlin Seminar. P. Marty Cook and Douglas F. Rall, Assistant Professors of Mathematics, will attend a workshop sponsored by the Mathematical Association of America at Salisbury State College in Maryland. James C. Edwards and Douglas M. MacDonald, Associate Professors of Philosophy, plan to do research at Duke and Chapel Hill and to develop an anthology for an undergraduate ethics course. Dan A. Ellis, Associate Professor of Music and Southern Division President of the College Band Directors National Association, will attend an International Conference for Symphonic Bands, Wind Ensembles, Conductors, Composers, and Publishers at the Royal Northern College of Music in Manchester, England. Ramon Fernandez-Rubio, Assistant Professor of Modern Languages, will do research and write about the varied Latin American cultures at the University of Miami. James L. Guth, Associate Professor of Political Science, will present a paper at the American Political Science Association in New York. At the New York Public Library, he will study and write about the dairy industry. Noel Kane-Maguire, Associate Professor of Chemistry, will be involved in a project related to inorganic chemistry; he will attempt to develop expertise in handling a wide range of scientific equipment. Lon B. Knight, Associate Professor of Chemistry, will use his funds to develop new experimental approaches for generating a class of molecules that have not previously been investigated. Donald G. Kubler, Professor of Chemistry, will attend the Gordon Research Conference, an international conference on carbohydrate chemistry. Roy E. Lindahl, Jr., Professor of Classical Languages, will serve as trench supervisor at the Tel Anafa Excavation at Tel Anafa, Israel; this study and research in archaeology began under a Mellon grant. Ruby N. Morgan, Assistant Professor of Music, will study at the Franz Schubert Institute in Baden, Austria. R. Olof Sorensen, Assistant Professor of Art, will complete a book on "Early Modernism in France; Directions toward Simultaneity in the Arts." C. Stuart Patterson, Professor of Chemistry, will do research and write about aqueous electrolyte solutions, the medium in which most important chemical phenomena occur. Lewis P. Stratton, Associate Professor of Biology, will study and photograph a wide variety of organisms on the Galapagos Islands in the Pacific Ocean. Bingham L. Vick, Assistant Professor of Music, will attend a summer seminar entitled "Five Perspectives on Choral Conducting" at Westminister Choir College in Princeton, New Jersey.

FAIRBANKS MELLON PROJECT LEADS TO NEW COURSE

During the first session of summer school Gilbert W. Fairbanks will teach a course in nutrition with special emphasis on animal nutrition. Offered as a special topics course, it will satisy a prerequisite for veterinary school. Dr. Fairbanks spent part of his Mellon support preparing for this course at the University of Connecticut and at the University of Georgia. In another aspect of his Mellon program Gil has attended several short courses and conferences on Environmental Health and Industrial Hygiene. During the coming academic year he is planning a seminar series dealing with some of the major problems in Environmental Health. In addition to several lectures he will invite to campus individuals who will address the topic of career options in Environmental Health. Because of released time early in his Mellon program Dr. Fairbanks was able to complete a Planning Guide for Pre-Health Career Students. This 55 page manual is provided to all Furman students who register their interest in health careers.

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Editors: Edgar V. McKnight, Director of Lilly Project
Philip C. Winstead, Director of Mellon Project

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APPENDIX D

LILLY STEERING COMMITTEE

LILLY STEERING COMMITTEE

Charles A. Arrington, Professor of Chemistry

James C. Edwards, Associate Professor of Philosophy

Hazel W. Harris, Professor of Education

James B. Leavell, Assistant Professor of History

Richard R. Maag, Professor of Music

Frank M. Powell, Assistant Professor of Health and Physical Education

Edgar V. McKnight, Director of the Lilly Project, Chairman